DOCUMENT RESUME

ED 346 111 TM 018 329

AUTHOR Evans, Lynn; And Others
TITLE The Influence of High-Stakes Evaluation Conditions on Educators' Verifications of Assessment Indicators of Effective Teaching and Learning.
PUB DATE Apr 92
NOTE 98p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Administrators; Attitude Measures; *Content Validity; Decision Making; *Elementary School Teachers; Elementary Secondary Education; Evaluation Methods; *Learning; Professional Development; *Secondary School Teachers; State Programs; Teacher Effectiveness; *Teacher Evaluation; Teaching Methods
IDENTIFIERS Educational Indicators; Louisiana; *System for Teaching Learning Assessment Review LA

ABSTRACT

The System for Teaching and Learning Assessment and Review (STAR) is a comprehensive on-the-job teacher assessment system designed to collect information and make important decisions about the quality of effective teaching and student learning in classrooms within an interactive framework of professional development and support. The Louisiana STAR was developed in response to a Louisiana legislative mandate. A statewide content verification survey was conducted to determine if revised STAR indicators are reasonable expectations for beginning and experienced teachers in Louisiana. The sample consisted of approximately 230 educators (27% teachers, 45% school administrators, 7% instructional supervisors, and 20% others) named as knowledgeable about the STAR indicators. Data were collected with an instrument designed to explore areas of concern about each of the 117 indicators found in the 1990-91 STAR. A total of 139 usable surveys were returned. Teachers supported the content of the revised 1990-91 version of STAR. The majority of respondents endorsed each of the indicators as applicable to their subject areas and free of bias. Appendices present 34 pages of study findings in the format of the STAR, including: (1) demographic information about the sample; (2) the structure of the STAR assessment; and (3) study directions. There is a seven-item list of references. (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED346111

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R. Lynn Evans

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

The Influence of High-Stakes Evaluation Conditions on Educators' Verifications of Assessment Indicators of Effective Teaching and Learning

Lynn Evans, Louisiana State University

Sheila W. Chauvin, Louisiana State University

Chad D. Ellett, Louisiana State University

Paper presented at the annual meeting of the American Educational Research Association

San Francisco, CA
April, 1992

TM018329

BEST COPY AVAILABLE

The Influence of High-Stakes Evaluation Conditions on Educators' Verifications of Assessment Indicators of Effective Teaching and Learning

Introduction

The System for Teaching and learning Assessment and Review (STAR) (Ellett, Loup & Chauvin, 1990-91) is a comprehensive, on-the-job teacher assessment system designed to collect information and make important decisions about the quality of effective teaching and student learning in classrooms within an interactive framework of professional development and support. The Louisiana STAR was developed in response to two specific legislative mandates: 1) the Teaching Internship Law (1984); and 2) the Children First Act (1988). These two legislative acts, considered collectively, call for the development and implementation of a statewide teacher assessment/evaluation system for the purpose of providing professional support for new teachers during the early year(s) of initial employment and the periodic evaluation of all Louisiana teachers for the purpose of renewable professional certification.

Requirements contained in the Children First Act (1988) stipulate that all Louisiana teachers undergo periodic (five year) classroom evaluations based on a standardized process/system for the purpose of renewable professional certification. Additionally, the Children First Act contains a provision for the revision of the state teacher salary schedule, and a plan for a Model Career Options Program (MCOP) for teachers. Teachers who receive a "superior" rating under the new evaluation system will qualify for consideration for the MCOP.

The STAR is based upon an extensive review of the research literature on effective teaching and learning (Claudet and Ellett, 1990) and on an analysis and synthesis of eight large-scale teacher performance assessment instruments currently being used in a variety of state-wide

efforts to make decisions about beginning teacher certification, annual evaluation, career ladders, and skills needing improvement (Ellett, Garland & Logan, 1987; Logan, Garland & Ellett, 1989). This synthesis was considered a "baseline" for the subsequent development of STAR assessment indicators, and several additions have been made to broaden perspectives on a new generation of assessments of teaching and learning (Ellett, 1990).

Reflecting a continuation of efforts begun initially during the Spring of 1989 (first STAR pilot year), the STAR assessment process/system was further developed and refined during FY 1989-90 (second pilot year) through a program of seven-day professional assessor certification sessions conducted statewide involving some 6,000 Louisiana educators. As implementation began in 1990-91, continued revisions of the STAR were made based on educator input and the latest research on effective teaching and learning. Thus, the further refinement and piloting of the STAR system during second and third year research and development activities represent ongoing development of a "state-of-the-art" assessment/evaluation system to fulfill legislative mandates set forth in both the Teaching Internship Law (1984) and the Children First Act (1988).

The laws governing the teaching internship and teacher evaluation projects require that Louisiana educators have input in the development of the STAR and the STAR assessment process. Since the initial pilot year (1988-1989) educator input has been sought in a variety of ways. As part of the developmental activities during FT 1990-91, the first year of statewide implementation, a survey of knowledgeable educators from across Louisiana was completed in an effort to better understand perspectives regarding each of the assessment indicators in the STAR. This is the third in a series of studies of this nature. The data examined in this study

represent an attempt to collect professional input from approximately 230 educators in Louisiana who are knowledgeable about STAR indicators and the assessment process.

Purpose

The purpose of this document is to report the results of a statewide content verification survey of knowledgeable educators to verify STAR indicators as being reasonable expectations for beginning and/or experienced teachers in Louisiana. This is the third in a series of studies to verify STAR content using perspectives of Louisiana teachers and other informed educators. The first study (Ellett, Naik & Logan, 1990) was an attempt to verify an initial set of STAR Teaching and Learning Components (broad ideas) as part of a larger content validation effort for the STAR. In the second study (Ellett, Hill, Claudet & Naik, 1990), educators provided professional endorsement of STAR indicators, the fundamental decision making level. After revisions of the STAR based on educator input, a 1990-91 version was completed and used in the first year of statewide implementation. The focus of this study, the third in the series, was on STAR indicators which will provide professional endorsement at the fundamental decision making level for the 1990-91 version of the STAR. This study allows educators from throughout the state, representing all school districts and teaching and learning contexts, to have input into an important assessment and support process.

Methods and Procedures

Sample: The sample for this study consisted of approximately 230 educators -- teachers (27%), school administrators (45%), instructional supervisors (7%), and others, mostly outside evaluators and master teachers (20%) -- nominated as knowledgeable about STAR assessment indicators. This sample included educators from throughout the state of Louisiana, representing

all parishes and teaching and learning contexts. Those selected were considered highly knowledgeable and experienced with the STAR assessment system in Louisiana. Participant nominations were solicited from Louisiana Department of Education regional coordinators in each region of Louisiana. Of the teachers in the sample, 73% participated in the STAR assessment process during 1990-91. Detailed demographic information is included in Appendix A.

Instrumentation: Data for this study were collected with a survey instrument developed to explore the five key areas of concern with each indicator and to collect demographic information and comments and suggestions from participants. The survey instrument consisted of three parts: 1) Part A - Demographic Information, 2) Part B - STAR Content Verification, and 3) Part C - Comments and Suggestions.

The 1990-91 STAR (Ellett, Loup & Chauvin) consists of four Performance Dimensions: 1) Preparation, Planning and Evaluation; 2) Classroom/Behavior Management; 3) Learning Environment; and 4) Enhancement of Learning. These four Performance Dimensions are defined by a series of Teaching and Learning Components, each of which is further operationalized by sets of assessment indicators. These assessment indicators represent the basic observation and decision making units of the system. The total number of assessment indicators comprising the 1990-91 STAR (third year edition) is 117. A copy of the overall organization of the STAR dimensions and components and sample pages from the STAR assessment document that include assessment indicators for the Teaching and Learning Component of TIME, can be found in Appendix B.

The STAR is an advanced classroom observation system that requires assessors to be certified through completion of a comprehensive, seven-day program that includes assessments

in the actual classroom setting. Assessments for renewable certification, which began in Fall 1990, are made by an assessment "team" comprised of the school principal or equivalent level supervisor, and an "outside" assessor and master teacher (employees of the state). The contribution of the master teacher to the assessment team has been shown by pilot research on the STAR to be both practical and beneficial.

The original STAR assessment model requires assessors to begin with an independent review of a Comprehensive Unit Plan (CUP) prepared by the teacher for a five- to seven-day unit of teaching and learning activities. The assessment indicators comprising Performance Dimension I (Preparation, Planning and Evaluation) are assessed prior to subsequent classroom observations of teaching and learning. The CUP assessment is followed by three "announced" classroom observations for the full period of a lesson during the time frame covered by the CUP. Each team member observes a lesson independently. Data are collected by taking comprehensive notes relative to the performance of the teacher and students, and notes on interactions between the teacher and students, and among students as well. In addition, estimates are made of the classroom "engagement" rate using a systematic procedure called "scanning." Two types of engagement estimates are made: 1) a class estimate of the quantity of students engaged in classroom activity (other than organizational events) during a scan, and 2) a class estimate of the "quality and intensity" of those students who are engaged during scans.

After all observational data are recorded, the assessor works through the STAR assessment manual and makes decisions about the "Acceptability" of each assessment indicator using the indicator statements, clarifications in an accompanying "Annotation," and a set of explicit decision making rules. Each assessment indicator is judged as either "Acceptable" or

"Unacceptable." In arriving at scores for each Teaching and Learning Component, dichotomous assessment decisions for each assessment indicator are summed over indicators, assessors and assessment occasions (fall and spring).

The focus of this survey was verification of the STAR indicators within each Teaching and Learning Component. All respondents were familiar with the organizational structure of the document and were knowledgeable about the assessment indicators.

The response format of the survey required educators to make a series of dichotomous ("YES" or "NO") judgments relative to each indicator in each Teaching and Learning Component under each Performance Dimension. These judgements were made relative to five key questions about each indicator: 1) clearly stated?; 2) applicable to your subject area or content specialty?; 3) free of bias?; 4) reasonable performance expectation?; and 5) important for the enhancement of student learning? A copy of the directions for teachers relative to these five key questions can be found in Appendix C.

Data Collection Procedures: Individual instruments and instructions were packaged for each participant and mailed to them in late March, 1991. The participants were asked to return the completed survey in an enclosed, self-addressed enveloped no later than April 15, 1991. Detailed directions for completing and returning the survey were enclosed. In an effort to increase the number of responses, a second set of surveys was mailed to all participants. Subsequently, a follow-up letter was mailed encouraging participants to return the surveys. A total of 139 useable surveys (60%) were returned.

Data Analyses: Descriptive statistical summaries were computed for demographic variables and for each instrument item for the total sample, for elementary and secondary groups,

and for "other" (mostly assessors) and teacher groups. In addition to instrument items, percentages of each category describing the extent to which beginning and experienced teachers were prepared to successfully demonstrate the various Teaching and Learning Components, and whether the components should be required for initial and renewable certification, were computed.

Results

Summaries for Content Verification Questions for Assessment Indicators By Each STAR Component

The results of responses to survey items for the **total** sample are presented in Table 1. The percentage of "YES" and "NO" responses for each indicator for each Teaching and Learning Component within each STAR Performance Dimension was computed for the total sample.

Percentages of "YES" responses to the content verification questions ranged from a low of 64.9% for one indicator to a high of 100% for 11 of the indicators.

As shown in Table 1, the percentage of "YES" responses to the content verification questions for STAR Teaching and Learning Component I.A (Goals and Objectives) ranged from a high of 98.5% for "Clearly Stated" for indicator I.A.1 (The CUP includes learning goals and objectives that are consistent with state, district and school curriculum requirements) and for "Free of Bias" for indicator I.A.2 (Learning objectives are referenced to goals and are in a logical sequence) to a low of 82.8% for "Reasonable Performance Expectation for Renewable Certification" for indicator I.A.4 (Student performance assessment data have been used to develop learning objectives as appropriate). When responding to the importance of indicator I.A.4 to enhancing student learning, the percentage of "YES" responses increased to 92.5%. For this

STAR Teaching and Learning Component 86.7% of the respondents supported the set of assessment indicators as reasonable expectations for teachers seeking initial professional certification and 75.4% for teachers seeking renewal of professional certification.

STAR Teaching and Learning Component I.B.: Teaching Methods and Learning Tasks focuses on planning for appropriate teaching and learning activities that provide learners with practice based on students' needs relative to planned objectives. The percentages for "YES" responses ranged from a high of 97.7% for "Applicable To Your Subject Area or Content Specialty," "Free of Bias" and "Important for Enhancement of Student Learning" for indicator number I.B.4 (Supplemental activities for specific students are planned as needed) and "Important for Enhancement of Student Learning" for indicator I.B.3 (Activities are planned that engage students in a range of thinking skills as appropriate) to a low of 84.7% for "Reasonable Performance Expectation for Renewable Certification" for indicator number I.B.1 (Activities are referenced to objectives, are sequenced logically and are separated into component parts as needed). Overall, 89.5% supported this set of assessment indicators as reasonable expectations for teachers seeking initial professional certification and 80.3% for teachers seeking renewal of professional certification.

Assessment indicators in the STAR Teaching and Learning Component I.C.: Allocated Time and Content Coverage focus on organizing time for teaching and learning activities and the structure, ordering, and depth of coverage of content knowledge. Included in this component is the indicator which received the lowest percentage of "YES" responses for any one question. The percentage of "YES" responses ranged from a low of 64.9% for "Reasonable Performance Expectations for Renewable Certification" and for "Important for the Enhancement of Student

Learning" for indicator I.C.3 (The CUP specifies the amount of time allocated for learning each segment of content) to a high of 96.9% for "Important for the Enhancement of Student Learning" for indicator I.C.2 (The CUP specifies a prioritized or hierarchical and logical order in which knowledge is structured and will be learned). Percentages of respondents who believed that indicators in Component I.C: Allocated Time and Content Coverage represented reasonable expectations for teachers seeking initial professional certification were 80.5% and for teachers seeking renewal of professional certification, 69.9%.

In Teaching and Learning Component I.D: Aids and Materials, the percentage of "YES" responses ranged from a high of 99.2% for "Important for the Enhancement of Student Learning" for indicator I.D.2 (The CUP includes a variety of pertinent aids and materials that accommodate the range of developmental and ability levels and needs of students and enhance learning) to a low of 81.5% for "Reasonable Performance Expectation for Renewable Certification" for indicator I.D.4 (The CUP specifies supplemental and/or differentiated aids and materials). This indicator also received the lowest percentage of support in Teaching and Learning Component I.D. for the questions "Applicable to Your Subject Area or Content Specialty" (88.5%), "Free of Bias" (90.8%), and "Important for the Enhancement of Student Learning" (88.5%). Of the respondents in this study, 90.2% supported this set of assessment indicators as being reasonable expectations for teachers seeking initial professional certification and 75.9% for teachers seeking renewal of professional certification.

In Teaching and Learning Component I.E: Home Learning, the highest percentage of positive responses (96.8%) was for "Free of Bias" for indicator I.E.3 (The CUP includes activities for checking home learning assignments and for providing feedback to students). The lowest

percentage of positive responses (76.2%) was for "Reasonable Assessment Expectation for Renewable Certification" for indicator I.E.2 (Home learning assignments accommodate the range of student developmental and ability levels and needs). Overall, 84% of respondents considered the assessment indicators in Teaching and Learning Component I.E: Home Learning to be reasonable expectations for teachers seeking initial certification and 70% for teachers seeking renewable certification.

For the seven assessment indicators that comprise STAR Teaching and Learning Component I.F: Formal Assessment and Evaluation, the focus is on assessment and evaluation procedures that include both formative and summative strategies for measuring student progress. The percentage of "YES" responses ranged from a high of 99.2% for the question "Important to the Enhancement of Student Learning" for indicator I.F.4 (Formal assessment and evaluation procedures are appropriate for the developmental and ability levels and needs of all students) to a low of 86.4% for the question "Reasonable Assessment Expectation for Renewable Certification" for indicator I.F.7 (Provision is made to provide feedback of assessment and evaluation results to students and parents). The percentage of support of these indicators as reasonable expectations for teachers seeking initial professional certification was 88% and 79.7% for teachers seeking renewal of professional certification.

Five components comprise STAR Performance Dimension II (Classroom and Behavior Management). In the component of Time, the assessment indicators focus on efficient management and use of time. The highest percentage of "YES" responses was 99.3% for the questions "Clearly Stated" and "Important to the Enhancement of Student Learning" for indicator II.A.1 (Learning activities begin promptly). The lowest percentage of "YES" responses was 70.3

for the question "Reasonable Assessment Expectation for Renewable Certification" for indicator number II.A.2 (Expectations for maintaining and completing timelines for tasks are communicated to students). The percentage of support for this set of indicators as reasonable expectations for teachers seeking initial professional certification was 92% and for renewal of professional certification, 86.1%.

Teaching and Learning Component II.B: Classroom Routines focuses on the efficient and effective management of classroom routines necessary for student enhancement of learning. The percentage of "YES" responses was 92% or greater for each of the five questions and each of the four assessment indicators. The percentage of "YES" responses was 100% for the questions "Free of Bias" and "Important for the Enhancement of Student Learning" for indicator number II.B.3 (Aids, materials and equipment are available and ready for use) and for the question "Important for the Enhancement of Student Learning" for indicator II.B.4 (Routine tasks are dealt with in an efficient manner). The lowest percentage of positive responses, 92.8%, was for the question "Reasonable Performance Expectation for Renewable Certification" for indicator II.B.2 (The teacher gives clear administrative directions for classroom routines **or** no directions are needed). Support for this set of assessment indicators as being reasonable expectations for teachers seeking initial professional certification was 93.5% and 91.3% for teachers seeking renewal of professional certification.

When the respondents were asked to reflect on the one indicator in Teaching and Learning Component II.C: Student Engagement (Approximately 90% or more of the students are engaged in learning throughout the lesson), the percentage of "YES" responses ranged from a high of 85.3% for the question "Important for the Enhancement of Student Learning" to a low of 65.4%

for "Reasonable Performance Expectation for Renewable Certification." Since this component is not being used for certification purposes, the questions regarding reasonable expectation for initial and renewable certification and preparation of beginning and experienced teachers were not included.

The focus of the STAR Teaching and Learning Component II.D is on monitoring and managing students' task-related behavior. The percentage of "YES" responses ranged from a high of 97.8% to a low of 69.9%. For the question "Important for the Enhancement of Student Learning", two indicators received the highest level of "YES" responses: II.B.2 (Active involvement is sought from students who are passively involved in tasks **or** no students are only passively involved) and II.B.4 (Verbal and/or nonverbal techniques are used to redirect students who are persistently off-task **or** there is no persistent off-task behavior). Indicator II.B.4 also received the highest level of "YES" responses (97.8%) for the question "Applicable to Your Subject Area or Content Specialty". A low of 69.9% was recorded for indicator II.D.6 (Efforts to redirect students who are persistently off-task are successful **or** there is no persistent off-task behavior) for the question "Reasonable Performance Expectation for Renewable Certification". Support for this set of assessment indicators as being reasonable expectations for teachers seeking initial professional certification was 87.6% and 85.5% for teachers seeking renewal of professional certification.

The concern for effective management of acceptable and unacceptable student behavior is the focus of the set of assessment indicators that comprise Teaching and Learning Component II.E. The percentage of "YES" responses ranged from a high of 100% for the question "Important for the Enhancement of Student Learning" for indicator II.E.2 (Behavior of the entire

class is effectively monitored throughout the lesson) to a low of 79.9% for the question "Clearly Stated" for indicator II.E.3 (Students are provided verbal and/or nonverbal feedback about acceptable and unacceptable behavior). The percentage of support for this set of indicators as reasonable expectations for teachers seeking initial professional certification was 91.2% and 88.9% for teachers seeking renewal of professional certification.

STAR Performance Dimension III is composed of two components. In the component of Psychosocial Learning Environment, assessment indicators focus on the quality of the classroom climate and positive interpersonal relationships between the teacher and students and among students. The percentage of "YES" responses ranged from a high of 99.3% for the question "Important for the Enhancement of Student Learning" for indicator III.A.5 (Comments, questions, examples, demonstrations and/or other contributions are sought from students throughout the lesson) and III.A.7 (Shows patience, empathy, or understanding for students who respond poorly or who have difficulty **or** no students have difficulty) to a low of 75.4% for the question "Clearly Stated" for indicator III.A.4 (Enthusiasm for teaching, learning, and the subject being taught is communicated to students). The percentage of support for this set of assessment indicators as being reasonable expectations for teachers seeking initial professional certification was 92.1% and 89.9% for teachers seeking renewal of professional certification.

The focus of the Physical Learning Environment Component reflects a concern for the elements of a physical learning environment that enhance the learning of all students. The percentage of "YES" responses ranged from a high of 100% for indicator III.B.1 (The classroom is neat, safe and arranged in an orderly manner) for the question "Clearly Stated" to a low of 89.1% for indicator III.B.2 (Displays create a pleasant atmosphere and serve a thematic/content-

related purpose) for the question "Reasonable Assessment Expectation for Renewable Certification". This set of assessment indicators was supported by 95.7% of the respondents as being reasonable expectations for teachers seeking initial professional certification and by 94.2% for teachers seeking renewal of professional certification.

Performance Dimension IV is comprised of nine teaching and learning components. Component IV.A (Lesson and Activities Initiation) is composed of a set of eight assessment indicators that focus on structuring tasks and motivating students at the beginning of the lesson and the beginning of various teaching and learning activities during the lesson. The percentage of "YES" responses ranged from a high of 100% for the question "Important for the Enhancement of Student Learning" for indicator IV.A.5 (Directions necessary to implement learning tasks are clear and complete) to a low of 80.3% for the question "Reasonable Expectation for Renewable Certification" for indicator IV.A.6 (Expectations about student engagement in learning tasks are communicated at the beginning of the activities). The percentage of support for this set of assessment indicators as reasonable expectations for teachers seeking initial professional certification was 84.6% and 84.1% for teachers seeking renewal of professional certification.

For the STAR Teaching and Learning Component IV.B (Teaching Methods and Learning Tasks) the percentage of "YES" responses ranged from a high of 100% for the question "Important to the Enhancement of Student Learning" for indicator IV.B.3 (Learning activities are implemented at an appropriate pace) to a low of 81.5% for the question "Reasonable Performance Expectation for Renewable Certification" for indicator IV.B.5 (The teacher and the students interact in more than one group size). The percentage of support for these indicators as

reasonable expectations for teachers seeking initial professional certification was 88.2% and for teachers seeking renewal of professional certification, 87.6%.

When responding to questions concerning assessment indicators in Teaching and Learning Component IV.C (Aids and Materials), the percentage of "YES" responses ranged from a high of 100% for the question "Important to the Enhancement of Student Learning" for indicator IV.C.2 (Teaching aids are used properly and accommodate the range of student needs and abilities) and indicator IV.C.5 (Learning materials are used properly and accommodate the range of needs and abilities of students) to a low of 89.1% for the question "Clearly Stated" for indicator number IV.C.4 (The use of learning materials is appropriate for learning tasks and objectives, broadens students' understandings and enhances learning). When considering this set of assessment indicators as reasonable expectations for teachers seeking initial professional certification and renewal of professional certification, respondent support was 91% and 89.7%, respectively.

For the six assessment indicators comprising Teaching and Learning Component IV.D (Content Accuracy and Emphasis), the percentage of "YES" responses was greatest (100%) for indicator IV.D.3 (Content knowledge is accurate and logical) for the question "Important for the Enhancement of Student Learning" and lowest (83.8%) for indicator IV.D.5 (Essential elements of content knowledge and/or performance tasks are emphasized) for the question "Clearly Stated". Respondents supported this set of assessment indicators to be reasonable expectations for teachers seeking initial professional certification with 90.5% "YES" responses and 92% for teachers seeking renewal of professional certification.

STAR Teaching and Learning Component IV.E: Thinking Skills centers around

assessment considerations of the teacher's ability to actively involve students throughout the lesson in the development of higher order thinking. This set of 11 indicators focuses on both the "what" (content) and the "how" (teaching methods and learning tasks) of thinking. The percentage of "YES" responses ranged from a high of 97.8% for the questions "Important for the Enhancement of Student Learning" for indicator IV.E.6 (Asks a variety of questions) and indicator IV.E.10 (Encourages creative thinking) to a low of 66.9% for the question "Reasonable Performance Expectation for Renewable Certification" for indicator IV.E.3 (Encourages students to use mental imagery).

The overall results indicated smaller percentages of "YES" responses for the question "Reasonable Performance Expectation for Renewable Certification" (66.9%-93.3%) than in other components with the exception of STAR Teaching and Learning Component I.C. (Allocated Time and Content Coverage). Percentages of "YES" responses to the question, "Important for the Enhancement of Student Learning," however, were somewhat higher (80.9%-97.8%). "YES" responses were greatest for the question "Important for the Enhancement of Student Learning" for seven of the 11 indicators in this Teaching and Learning Component. For each indicator the percentage of "YES" responses for the question "Important for the Enhancement of Student Learning" was greater than the percentage of "YES" responses for the question "Reasonable Performance Expectation for Renewable Certification". When considering this set of assessment indicators as being reasonable expectations for teachers seeking professional certification, support was 84.6% for teachers seeking initial certification and 85.4% for teachers seeking renewable certification.

In the STAR Teaching and Learning Component IV.F. (Clarification), attention is focused

on the teacher's ability to identify and clarify areas of misunderstanding and confusion as teaching and learning proceed. Indicator IV.F.2 (Different words or examples are used in clarification **or** no clarification is needed) received the greatest percentage of "YES" responses to all questions. Overall, the percentage of "YES" responses ranged from a high of 99.3% for "Clearly Stated" (Indicator IV.F.2, above) to a low of 81% for the same question for indicator IV.F.1 (Areas of minor misunderstanding or difficulty are identified before students are confused **or** no minor misunderstanding or difficulty occurs). The percentage of support for these indicators as reasonable expectations for teachers seeking initial professional certification was 88.9% and 88.3% for teachers seeking renewal of professional certification.

Teaching and Learning Component IV.G (Monitoring Learning Tasks and Informal Assessment) addresses the teacher's command of a rather complex array of monitoring and informal assessment strategies for gauging the students' understanding of both content and learning tasks. The percentage of "YES" responses ranged from a high of 100% for the question "Important to the Enhancement of Student Learning" for indicator IV.G.6 (Adjustments within the lesson are made as needed **or** no adjustments are necessary) to a low of 80.6% for the question "Clearly Stated" for indicator IV.G.4 (Solicits a range of responses from students to assess a variety of levels of learning as appropriate). The percentage of support for teachers seeking initial professional certification for this set of assessment indicators was 93.4% and 93.5% for teachers seeking renewal of professional certification.

Teaching and Learning Component IV.H (Feedback) reflects the teachers' ability in guiding and enhancing students' learning through providing specific feedback about their performances and mastery of learning objectives. The greatest percentage of "YES" responses

was 97.8% for indicator IV.H.1 (Provides specific feedback to students about responses which are adequate and inadequate) for the question "Applicable to Your Subject Area or Content Specialty" and for indicator IV.H.2 (Suggestions for improving performance are provided to students **or** none are needed) for the question "Applicable to Your Subject Area or Content Specialty", "Free of Bias" and "Important to the Enhancement of Student Learning". The lowest percentage of "YES" responses was given for the question "Clearly Stated" for indicator IV.H.4 (Provides specific feedback to students when they have mastered learning objective(s). Support for the assessment indicators in this component as reasonable expectations for teachers seeking initial professional certification and for teachers seeking renewal of professional certification was 91.9% and 91.3%, respectively.

The final STAR Teaching and Learning Component, IV.H (Oral and Written Communication) reflects as assessment consideration for the adequacy and appropriateness of oral and written communication from the teacher to the students. Of the 22 components in Dimensions I through IV, this component received the highest percentages of "YES" responses. The percentages ranged from a high of 100% for indicator IV.I.1 (Written language used in lesson presentation is accurate and easy to understand) for the question "Clearly Stated", indicator IV.I.2 (Oral language used in lesson presentation is accurate and easy to understand) for the question "Clearly Stated" and "Important for the Enhancement of Student Learning," and indicator IV.I.3 (Uses appropriate vocabulary in oral and written language) for the question "Free of Bias" to a low of 94.1% for indicator IV.I.2 (Oral language used in lesson presentation is accurate and easy to understand) for the question "Free of Bias". The support for these assessment indicators as being reasonable expectations for teachers seeking initial professional

certification was 97.8% and 96.4% for teachers seeking renewal of professional certification.

Overall, 89.6% of the respondents supported the set of 22 teaching and learning components as reasonable expectations for teachers seeking initial certification in Louisiana, and 85.5% for teachers seeking renewal of professional certification.

When considering the degree to which beginning and experienced teachers are prepared to successfully demonstrate performance in the teaching and learning components, 8% (Thinking Skills) to 60.1% (Physical Learning Environment) of the respondents indicated that experienced teachers were "completely prepared," while for beginning teachers the range was from 3.7% (Thinking Skills) to 44.1% (Physical Learning Environment). The results indicated that 17% of the respondents felt that beginning teachers were "not prepared at all" to successfully demonstrate performance in the Preparation, Planning and Evaluation Dimension. Also, 39.3% and 22.6% of the respondents felt that beginning teachers and experienced teachers, respectively, were "not prepared at all" to demonstrate successfully the set of indicators in the Thinking Skills component.

Summaries for Content Verification Questions for Assessment Indicators By Each STAR Component for Elementary and Secondary Groups

Summary survey data by elementary (E) and secondary (S) groups were compiled (Ellett, Evans, Hill, Claudet & Naik, 1991). Overall, the results show few large differences between elementary and secondary groups. The largest difference was in Teaching and Learning Component I.C.: Allocated Time and Content Coverage for indicator I.C.3 (The CUP specifies the amount of time allocated for learning each segment of content) for the question "Reasonable Performance Expectation for Renewable Certification" where the percentage of "YES" responses

for elementary respondents was 52.1% and for secondary respondents, 78.4%. Results were similarly higher for the secondary group than for the elementary for other questions in this component. For example, 54.8% of the elementary group responded that this same indicator (I.C.3) was "Important to the Enhancement of Student Learning", compared to 72.2% of the secondary group. For the question "Applicable to Your Subject Area", 65.8% of the elementary group responded positively, compared to 83.8% of the secondary group. Differences between responses of the elementary and secondary group were also found for indicator I.C.1. For the question "Applicable to Your Subject Area", 71.2% of the elementary group expressed support compared to 89.2% of the secondary group. For the question "Reasonable Assessment Expectation for Renewable Certification", 56.2% of the elementary group and 81.1% of the secondary group responded positively. And for the question "Important for the Enhancement of Student Learning," 57.5% of the elementary and 81.1% of the secondary group expressed support.

Other differences between the elementary and secondary groups in Dimension I: Preparation, Planning and Evaluation were predominantly for the question, "Reasonable Assessment Expectation for Renewable Certification", with the greater percentage of "YES" responses for the secondary group. In Teaching and Learning Component I.A. (Goals and Objectives), differences of ten percentage points or more were noted for this question for indicators I.A.2 (Learning objectives are referenced to goals and are in a logical sequence) (84.9% elementary vs 94.9% secondary) and I.A.3 (Learning objectives accommodate the range of developmental and ability levels and needs of students) (80.8% elementary vs 92.3% secondary). In Teaching and Learning Component I.D. (Aids and Materials) differences were found for indicators I.D.1 (Aids and materials are logically sequenced as needed) (79.2%

elementary vs 89.2% secondary); I.D.3 (The CUP specifies aids and materials that enhance the development of thinking skills) (78.1% elementary vs 89.2% secondary); and I.D.4 (The CUP specifies supplemental and/or differentiated aids and materials) (75.3% elementary vs 86.5% secondary). For I.E (Home Learning) differences between elementary and secondary groups were found for indicator I.E.1 (The CUP includes a sufficient number of home learning assignments that enhance learning) (69.4% elementary vs 88.9% secondary). For this same question in Teaching and Learning Component I.F (Formal Assessment and Evaluation), there was a considerable difference between elementary and secondary groups for indicator I.F.6 (Provision is made to communicate performance standards on formal assessments and evaluations to students) (79.5% elementary vs 97.3% secondary).

For the question "Free of Bias" there was only one indicator in Dimension I where elementary and secondary groups differed considerably. In Teaching and Learning Component I.F. (Formal Assessment and Evaluation) 97.3% of the elementary group and 86.1% of the secondary group responded "YES" for Indicator I.F.1 (Formal assessment and evaluation procedures are planned to measure each learning objective).

For the question "Important for the Enhancement of Student Learning," a greater percentage of the secondary group than the elementary responded affirmatively to indicator I.D.4 (The CUP specifies supplemental and/or differentiated aids and materials) (94.6% secondary vs 83.6% elementary).

No large differences between the two groups were found in Teaching and Learning Component II.B.: Teaching Methods and Learning Tasks.

In Dimension II: Classroom and Behavior Management, the most notable differences

between the elementary and secondary group were found in Teaching and Learning Component II.E: Monitoring and Maintaining Student Behavior. For indicator II.E.3 (Students are provided (verbal and/or nonverbal) feedback about acceptable and unacceptable behavior) differences of more than ten percentage points were found for each of the five questions, with the elementary group expressing greater support: "Clearly Stated" (88% elementary vs 73.2% secondary); Applicable to Your Subject Area or Content Specialty" (97.3% elementary vs 80% secondary); "Reasonable Assessment Expectation for Renewable Certification" (84% elementary vs 73.2% secondary); and "Important for the Enhancement of Student Learning" (92% elementary vs 73.2% secondary). Similarly, a larger percentage of affirmative responses were found for the elementary group for indicator II.E.4 (Feedback provided to students about their behavior is consistent with behavioral expectations) for the question "Applicable to Your Subject Area or Content Specialty" (98.7% vs 80%); "Free of Bias" (97.3% vs 82.9%); and "Important for the Enhancement of Student Learning" (97.3% vs 80.5%).

A few differences between the elementary and secondary groups were found in Teaching and Learning Component II.A: Time, with larger percentages of "YES" responses for the secondary group. For indicator II.A.2 (Expectations for maintaining and completing timelines for tasks are communicated to students) and the question "Applicable to Your Subject Area or Content Specialty," 78.4% of the elementary and 92.5% of the secondary group responded affirmatively; for the question "Reasonable Assessment Expectation for Renewable Certification," 61.3% of the elementary and 80.5% of the secondary group responded "YES"; and for the question "Important for the "Enhancement of Student Learning," 68.9% of the elementary and 80.5% of secondary group expressed support. For indicator II.A.4 and the question "Reasonable

Assessment Expectation of Renewable Certification," there were 80% "YES" responses among the elementary group, increasing to 90.2% for the secondary group. Responses of both groups to other indicators in II.A.: Time were consistent, with the exception of one question, "Clearly Stated," for indicator II.A.5 (Supplemental activities are provided as needed to fill the time allocated for learning) where 98.7% of the elementary group agreed, compared to 87.8% of the secondary group.

No large differences between the elementary and secondary groups were noted for any indicators in Teaching and Learning Components II.B: Classroom Routines, II.C: Student Engagement, or II.D: Managing Task-Related Behavior.

In Dimension III: Learning Environment, no large differences between the elementary and secondary groups were found in either of the two Teaching and Learning Components, III.A: Psychosocial Learning Environment and III.B: Physical Learning Environment.

Few differences were found between the two groups in Dimension IV: Enhancement of Learning. In Teaching and Learning Component IV.A: Lesson and Activities Initiation, the only notable difference was for indicator IV.A.6 (Expectations about student engagement in learning tasks are communicated at the beginning of activities), with 90.7% of the elementary group responding "YES" to the question "Important to the Enhancement of Student Learning," compared to 78% of the secondary group.

In Teaching and Learning Component IV.B: Teaching Methods and Learning Tasks, 100% of the secondary group expressed support for indicator IV.B.1 (Use of methods is appropriate for the complexity of lesson context) for the question "Reasonable Assessment Expectation for Renewable Certification," compared to 89.3% of the elementary group. For indicator IV.B.4

(Uses two or more methods that enhance student interest and actively involve students in learning tasks) more respondents in the elementary than secondary group responded "YES" to the question "Important for the Enhancement of Student Learning" (94.6% elementary; 82.9% secondary).

In Teaching and Learning Component IV.D: Content Accuracy and Emphasis, two differences were found between the groups. More secondary (95.1%) than elementary (84.9%) respondents said that indicator IV.D.1 (Students are given opportunities to learn at more than one cognitive and/or performance level) is "Clearly Stated". For indicator IV.D.6 (Potential areas or points of difficulty are emphasized throughout the lesson), a greater percentage of the secondary group also responded "YES" to the question "Reasonable Assessment Expectation for Renewable Certification" (90.2% secondary vs 80% elementary).

In Teaching and Learning Component IV.E: Thinking Skills, a few differences were also found. Greater percentages of secondary than elementary respondents expressed support for the question "Reasonable assessment Expectation for Renewable Certification." For indicator IV.E.3 (Involves students in developing principles and/or rules), 92.7% of the secondary group responded "YES" compared to 69.9% of the elementary; for IV.E.8 (Encourage critical analysis and/or problem solving) the percentages were 97.6% and 84.9%, respectively; and for indicator IV.E.9 (Encourage students to elaborate, extend or critique their own or other students' responses), they were 81.1% and 95.1%.

For indicators IV.E.4 and IV.E.5 in Thinking Skills, the elementary group had higher percentages of "YES" responses to the question "Applicable to Your Subject Area or Content Specialty", 95.9% vs 85% and 86.5% vs 75%, respectively. For indicator IV.E.11, (Provides opportunities for the extension of learning to different contexts), 87.7% of the elementary group

and 73.2% of the secondary group said that the indicator was "Clearly Stated".

In Teaching and Learning Component IV.F: Clarification, one difference was found. For indicator IV.F.1 (Areas of minor misunderstanding or difficulty are identified and addressed before students are confused **or** no minor misunderstanding or difficulty occurs) more secondary than elementary educators responded "YES" to the question "Reasonable Assessment Expectation for Renewable Certification" (90.2% secondary vs 78.4% elementary).

No large differences between the elementary and secondary groups were found in Teaching and Learning Components IV.C: Aids and Materials, IV.G.: Monitoring Learning Tasks and Informal Assessment, IV.H: Feedback and IV.I: Oral and Written Communication.

For the teaching and learning components comprising Performance Dimension I (Preparation, Planning and Evaluation), somewhat smaller percentages of elementary respondents viewed beginning teachers as being "completely prepared" to successfully demonstrate through an on-the-job assessment process the indicators in Teaching and Learning Components I.A: Goals and Objectives (5.5% elementary vs 18.9% secondary); I.B: Teaching Methods and Learning Tasks (8.2% elementary vs 16.7% secondary); I.C: Allocated Time and Content Coverage (4.1% elementary vs 16.2% secondary); and I.F: Formal Assessment and Evaluation (5.5% elementary vs 24.3% secondary). In Teaching and Learning Component I.D: Aids and Materials, a smaller percentage of the secondary group thought experienced teachers were "completely prepared" (24.3% secondary vs 34.7% elementary).

In Performance Dimension II (Classroom and Behavior Management) a somewhat larger percentage of secondary educators viewed beginning teachers as being "completely prepared" for successfully demonstrating indicators in Teaching and Learning Component II.A: Time, than

elementary educators (27.5% secondary vs 13.7% elementary). The same was true for experienced teachers (50% secondary vs 33.3% elementary). In Teaching and Learning Component II.D.: Managing Task-Related Behavior, more of the secondary group than the elementary (19.5% vs 9.5%) felt beginning teachers were "completely prepared". In fact, 16.2% of the elementary group (vs 7.3% of the secondary group) felt beginning teachers were "not prepared at all". In Teaching and Learning Component II.E: Monitoring and Maintaining Student Behavior, more secondary than elementary respondents (17.1% vs 8.2%) felt that beginning teachers were "completely prepared".

In Performance Dimension III: Learning Environment, no large differences between the elementary and secondary groups were found in the percentage who believed that teachers were "completely prepared" to successfully demonstrate indicators through on-the-job assessment.

In Performance Dimension IV: Enhancement of Learning, the elementary and secondary groups differed substantially only in the percentages who felt beginning teachers were "completely prepared" to demonstrate indicators in Teaching and Learning Component IV.F: Clarification. More secondary than elementary respondents felt beginning teachers were "completely prepared" (20% vs 8.3%). For all other components in Dimension IV: Enhancement of Learning, elementary and secondary educators responded similarly regarding the level of preparation of both beginning and experienced teachers.

Summaries for Content Verification Questions for Assessment Indicators for Teachers and "Other" Groups

A summary of the percentage of "YES" responses to the content verification questions for each indicator for each Teaching and Learning Component within each STAR Performance

Dimension by teacher and "other" groups was compiled (Ellett, Evans, Hill, Claudet & Naik, 1991). The "other" group consisted mainly of teachers employed by the Louisiana Department of Education as outside evaluators and master teachers for the 1990-91 school year. All assessors completed a seven day assessor certification program prior to assessing teachers. The teachers in the study were recommended as knowledgeable about the STAR and had received an orientation session but had not necessa ily completed the program to certify STAR assessors. Seventy-seven percent of the teachers in the study were participating in the assessment process during 1990-91; and it is assumed, since the study was conducted during March and April, 1991, that most were currently involved in the assessment process and did not have knowledge of their final scores relative to benchmarks for certification.

There were some differences between the two groups. While it is beyond the scope of this report to discuss all of the differences found between these two groups, complete results are reported in a technical report (Ellett, Evans, Hill. Claudet & Naik, 1991). Patterns of responses and larger differences will be highlighted.

For the question "Clearly Stated," teachers responded "YES" more often than "others" in several components. In the Teaching and Learning Component of Thinking Skills, differences were found in indicators IV.E.3 (Involves students in developing principles and/or rules) (T=75.7%; 0=63.2%); IV.E.7 (Wait time is used to enhance student learning) (T=89.2%; 0=100%); IV.E.8 (Encourages critical analysis and/or problem solving) (T=91.9%; 0=73%); IV.E.9 (Encourages students to elaborate, extend or critique their own or other students' responses) (T=97.3%; 0=86.5%); IV.E.10 (Encourages creative thinking (T=89.2%; 0=70.3%); and IV.E.11 (Provides opportunities for the extension of learning to different contexts) (T=88.9%,

O=63.2%). In Teaching and Learning Component IV.A.: Lesson and Activities Initiation, this same finding was true for IV.A.2: Activities are initiated with motivating introductions that are content related (T=89.2%, O=71.1%); IV.A.3: Clearly communicates specific learning outcomes to students (T=94.6%, O=84.2%); and IV.A.6: Expectations about student engagement in learning tasks are communicated at the beginning of activities (T=89.2%, O=62.2%). This same pattern was evident for the question "Clearly Stated" in Teaching and Learning Component IV.C: Aids and Materials for indicator IV.C.2 (Teaching aids are used properly and accommodate the range of student needs and abilities) (T=100%, O=89.2%); IV.C.4 (The use of learning materials is appropriate for learning tasks and objectives, broadens students' understandings and enhances learning) (T=94.6%, O=81.1%) and IV.C.5 (Learning materials are used properly and accommodate the range of needs and abilities of students) (T=94.6%, O=81.1%) and in Teaching and Learning Component IV.D: Content Accuracy and Emphasis for indicators IV.D.2 (Emphasizes the value and/or importance of topics and activities) (T=88.9%, O=78.9%) and IV.D.5 (Essential elements of content knowledge or performance tasks are emphasized) (T=88.9%, O=71.1%).

In the Teaching and Learning Component of Lesson and Activities Initiation, there were more "YES" responses for the "other" group for the question "Free of Bias" for indicators IV.A.4 (The purpose and importance of topics and learning activities are communicated to students) (T=86.5%, O=71.1%); IV.A.6 (Expectations about student engagement in learning tasks are communicated at the beginning of activities) (T=81.1%, O=94.6%); IV.A.7 (Reviews past learning to ensure students' readiness for new learning) (T=86.1%, O=100%); and IV.A.8 (As new ideas/concepts/activities are introduced, they are related to past and future learning)

(T=83.3%, O=94.6%). For the questions "Reasonable Assessment Expectation for Renewable Certification" and "Important for the Enhancement of Student Learning," the "other" group also responded "YES" more frequently to the same indicators as above.

The "other" group also responded affirmatively more often than teachers to indicators in Dimension I: Preparation, Planning and Evaluation which relate to the Comprehensive Unit Plan (CUP). Experienced teachers in the study (95%) were not required by policy to address indicators in this dimension by writing a CUP. Particularly for the questions "Applicable to Your Subject Area or Content Specialty", "Reasonable Assessment Expectation for Renewable Certification" and "Important for the Enhancement of Student Learning", there were more "YES" responses for the "other" group than the teacher group. In fact, the largest differences between the perceptions of teachers and "others" occurred in Component I.C: Allocated Time and Content Coverage for indicator I.C.1 (The CUP specifies the amount of time to be spent on each teaching and learning activity). For the question "Important for the Enhancement of Student Learning," a difference of 40.9 percentage points separated teachers and "others" (T=48.6%, O=89.5%). A difference of 34.6 percentage points separated teachers and "others" regarding the same indicator and the question "Applicable to Your Subject Area or Content Specialty," (T=60%, O=94.6%). Another large difference (29.4 percentage points) was noted for the same indicator in response to the question "Reasonable Assessment Expectation for Renewable Certification" (T=57.1%, O=86.5%).

Other differences, although not quite as large, were noted in Dimension I. For example, more "others" than teachers saw indicator I.A.4 (Student performance assessment data have been used to develop learning objectives as appropriate) as being "Important for the Enhancement of

Student Learning," (T=85.7%, O=97.3%). This was also true for indicator I.C.3 (The CUP specifies the amount of time allocated for learning each segment of content) (T=55.9%, O=73%) and I.F.1 (Formal assessment and evaluation procedures are planned to measure each learning objective) (T=82.9%, O=100%).

For the question "Applicable to Your Subject Area or Content Specialty," teachers also responded "YES" less frequently to selected indicators in Dimension I. For I.B: Teaching Methods and Learning Tasks, indicators I.B.1 (Activities are referenced to objectives, are sequenced logically and are separated into component parts as needed) the teacher group had 85.7% positive responses while the other group had 100%. For two indicators in I.C: Allocated Time and Content Coverage, the same pattern was found: I.C.1 (The CUP specifies the amount of time to be spent on each teaching and learning activity) (T=60%, O=94.6%); I.C.3 (The CUP specifies the amount of time allocated for learning each segment of content) (T=65.7%, O=83.3%). In I.D.: Aids and Materials there were notable differences between the two groups on one indicator, I.D.4 (The CUP specifies supplemental and/or differentiate aids and materials) (T=85.7%, O=97.2%). Two indicators in I.E.: Home Learning also received fewer "YES" responses to the same question: I.E.1 (The CUP includes a sufficient number of home learning assignments that enhance learning) (T=77.1%, O=97.3%); I.E.2 (Home learning assignments accommodate the range of student developmental and ability levels and needs) (T=70.6%, O=97.4%). And one indicator in I.F: Formal Assessment and Evaluation, I.F.1 (Formal assessment and evaluation procedures are planned to measure each learning objective) was less often viewed as applicable by teachers (T=76.5%, O=100%).

For the question "Reasonable Assessment Expectation for Renewable Certification,"

several differences were found in Dimension I. In I.C: Allocated Time and Content Coverage, teachers and "others" differed in their responses to indicator I.C.1 (The CUP specifies the amount of time to be spent on each teaching and learning activity) (T=57.1%, O=86.5%); I.C.3 (The CUP specifies the amount of time allocated for learning each segment of content) (T=60%, O=77.8%). In I.E: Home Learning, teachers viewed two indicators as "Reasonable Assessment Expectation for Renewable Certification" less often than those in the "other" group: I.E.2 (Home learning assignments accommodate the range of student developmental and ability levels and needs) (T=73.5%, O=89.2%); I.E.3 (The CUP includes activities for checking home learning assignments and for providing feedback to students) (T=78.8%, O=89.2%). One indicator in I.F: Formal Assessment and Evaluation, I.F.1 (Formal assessment and evaluation procedures are planned to measure each learning objective) was seen as a "reasonable expectation" less often by teachers than "others" (T=71.4%, O=97.2%).

Overall, the support for each component set of assessment indicators as being reasonable performance expectations for teachers seeking initial professional certification and renewal of professional certification was greater for the "other" group than for the teacher group. This is particularly true for components in Dimension I: Preparation, Planning and Evaluation, where support among teachers ranged from 64.7% for Teaching and Learning Component I.E.: Home learning to 80% for I.A: Goals and Objectives and for "others", from 81% for I.E: Home Learning to 94.7% for I.F: Formal Assessment and Evaluation.

While a difference of 33.5 percentage points was recorded for indicator II.C.1 (High levels of the quantity and quality of student engagement in learning tasks are evident throughout the lesson) as a "Reasonable Assessment Expectation for Renewable Certification," this indicator is

not in fact used for certification purposes but only for staff development.

Differences were also noted in Teaching and Learning Component II:A: Time, with teachers supporting the indicators as reasonable expectations for initial certification (83.3%) and renewal of professional certification (80%), compared to 94.9% of the "other" group for both initial certification and renewal of certification.

This trend continued in Teaching and Learning Component IV.A: Lesson and Activities Initiation where teachers viewed the indicators as a set of reasonable expectations for initial certification (68.6%) and renewal of certification (64.9%) compared to 94.9% for both by "others". Similarly, in Teaching and Learning Component IV.E: Thinking Skills, 77.1% and 77.8% of teachers thought the indicators as a group represented reasonable expectations for initial and renewal of certification, respectively, while 92.3% of the "other" group supported these same indicators for both types of certification.

Summary of Participants' Comments/Suggestions

A brief summary of participants' comments and suggestions regarding the STAR, the STAR Assessor Certification Program, the LTIP law and implementation and the LTEP law and implementation suggests a number of concerns by Louisiana educators. Recurring statements of concerns are highlighted in this section. Complete responses of each participant are included in a separate paper (Ellett, Evans, Hill, Claudet & Naik, 1991); names of specific individuals or agencies have been deleted.

STAR: Respondents generally expressed support for the STAR as a comprehensive guide to effective teaching which is well-grounded in the literature. A number of respondents cited the need for clarification and more examples for some indicators. Several comments concerned the

statement of decision rules in "negative" terms, suggesting re-wording in positive terms.

A number of comments regarded the length of the STAR and the "excessive" number of indicators. However, other respondents warned that in making revisions, the quality of the instrument needed to be preserved.

Some participants pointed out the need for more training for teachers to prepare them for the evaluation. Providing teachers with a STAR document several weeks prior to the training session so they could prepare ahead of time was suggested. Also, the role of colleges in preparing teachers for the STAR was noted.

Some responses revealed participants' misunderstandings, e.g. confusing daily practice and assessment demand characteristics, applicability of certain indicators in certain grade levels or subject areas, and misunderstandings of the way data are aggregated to make certification decisions.

STAR Assessor Certification Program: The most frequent comment regarding the training program to certify STAR assessors was the need for continued training for those who assess teachers. Quality control in the selection and preparation of assessors was often cited as an area of concern. More training in real classroom situations was suggested, as well as a longer training period.

LTIP Law and Implementation: Respondents supported the internship year as an opportunity for new teachers to receive feedback and support from colleagues and/or just get established. The original intent of the internship law--to provide assessments for support and professional growth, not certification, for new teachers--was not evident, as many respondent echoed one who said, "This is a good tool for the first year intern program, but not for the first

year certification. It would be better to evaluate them in their second year of teaching." Participants felt teachers need to get established first and become adjusted to teaching before they were evaluated, to reduce stress.

Many respondents cited the need for colleges to become involved in preparing teachers for the STAR, both in college classes and as members of support teams for intern teachers.

The need for preparation of new teachers for the assessment by local districts and assessors was also commented on frequently. One area of particular concern was writing a Comprehensive Unit Plan.

Implementation concerns such as proper planning, scheduling, and hiring sufficient numbers of assessors to provide the support beginning teachers needed were often raised. Changes in policies affecting the program and standards were also a reason for concern; however, the statement by the state board (not a change) that LTIP was for support and that evaluations would begin in the second year was lauded.

Several respondents mentioned that new teachers who received a "superior" rating should not to go through the evaluation process again for LTEP.

LTEP Law and Implementation: The most common comment received from participants concerned the need to better prepare teachers for the evaluation. Participants were mixed in their reactions to changes in the program during the year. Some noted the recent changes as badly needed improvements, e.g., decreasing the assessment period from seven to five days, providing immediate feedback, mandating more training for teachers. Others expressed concern for "watering down the program" and bowing to the demands of teachers' unions.

A number of respondents wrote that while teachers should be evaluated, the evaluation

should not be tied to certification. The suggestion was made that teachers be given a choice of being evaluated and receiving a raise.

Elimination of the "superior" rating was an often-cited concern. Many felt that this was adding undue stress to teachers and contributing to "performing" staged lessons, "a dog and pony show" or "window dressing."

Implementation concerns were also noted, with criticism leveled for the lack of planning, preparation and communication concerning the implementation of the program, resulting in numerous policy changes and negativism on the part of teachers. More time and thought needed to be spent on developing sound program implementation policies and preparation to implement the program.

Some respondents pointed to the need for staff development in conference skills so that the information gained in classroom assessments could be better used for professional growth. Many principals do not see the need for conferences and some omit them, according to respondents.

Respondents were mixed in their statements of the sufficiency of local evaluations and the need for statewide evaluations.

Lastly, a number of participants wrote about improvements they had seen in Louisiana classrooms as a result of the STAR process and expressed the belief that the program itself is sound and the hope that, with some adjustments, it can be made to work.

Discussion and Conclusions

The input of educators who are knowledgeable about the Louisiana STAR is an important form of the STAR content verification. Statewide surveys of educators were conducted to better

understand their perspectives regarding assessment indicators in each teaching and learning component as part of the development process. The results of this study, conducted during the first year of statewide implementation, show endorsement and affirmation of the STAR content in a manner that is consistent with the results reported in the first study (Ellett, Naik & Logan, 1990) of this series. In the first study, teachers strongly supported the set of components as reasonable performance expectations for both beginning and experienced teachers and, importantly, as essential to the enhancement of student learning. In the second study (Ellett, Hill, Claudet & Naik, 1990), "experts" supported the content of the STAR at the indicator level, a higher level of specificity.

In this study, educators who were knowledgeable about the STAR and the assessment process supported the content of the revised 1990-91 version of the STAR, again at the indicator level. Since 1990-91 was the first year of statewide implementation, responses in this study represent the perceptions of educators who have been emersed in the evaluation process. In fact, the majority of the teachers in the study were in the evaluation process at the time they responded to the survey.

The majority of respondents endorsed each of the indicators as applicable to their subject area or content specialty and free of bias. In addition, the results supported the indicators as clearly stated, reasonable performance expectations for both beginning and experienced teachers and, in most instances, indicated greater support for the indicators as important to the enhancement of student learning. Considered collectively, the results show strong educator endorsement of the appropriateness and applicability of the indicators and teaching and learning components to elementary and secondary settings.

In the component of Thinking Skills, an area which has not been systematically addressed in assessment instruments developed previously in other states and a new area for many teachers as well, support for the indicators as reasonable expectations for certification were somewhat lower than support for the same indicators as important to enhancing student learning. This reaffirms the concern voiced by many during assessor certification training programs that at present, many teachers do not possess the knowledge and skills to demonstrate these indicators successfully. The results of this survey suggest that the component of Thinking Skills is an area where teachers need more preparation, at both the pre-service and in-service levels.

Interestingly, support was greater in 19 of the 21 teaching and learning components used for certification for reasonable expectations for teachers seeking initial certification than for teachers seeking renewal of professional certification. (The exceptions were Thinking Skills and Monitoring Learning Tasks and Informal Assessment.) At the same time, respondents indicated that those seeking initial certification were believed to be less prepared than the experienced teachers. Overall, the results indicate that up to 23% of experienced teachers and up to 40% of beginning teachers may not be adequately prepared to successfully address STAR Teaching and Learning Components. The component of Thinking Skills is the area of greatest need in terms of preparation of teachers, both beginning and experienced.

When reviewing each assessment indicator in each teaching and learning component, respondents supported the indicators as being reflective of the component ideas. Of particular interest is the fact that respondents consistently supported the indicators as important for the enhancement of student learning at a higher percentage than for a reasonable performance expectation for certification for teachers. It would seem logical that if an indicator is important

for the enhancement of student learning, then there would be as much or greater support for a reasonable performance expectation since student learning is the focus of the teaching profession.

A comparison of responses for the teachers in the study and the group labelled "others" (mostly assessors) reveals some interesting differences. For a number of indicators in the components of Thinking Skills, Content Accuracy and Emphasis, Aids and Materials, and Lesson and Activities Initiation, teachers expressed support for the clarity of the indicators to a greater degree than did assessors. It may be that these indicators appeared on the surface to be "black and white" to teachers, but to assessors, who had to apply the indicators in a wide variety of classroom contexts and make "high stakes" decisions, more "shades of gray" appeared. The implication of this finding is that continued training/monitoring of assessors is necessary to refine assessors' understandings and prevent "coder drift" as they modify their own understandings of indicators over time.

In the teaching and learning components related to the CUP, teachers viewed the indicators as less applicable, less reasonable in terms of expectations, and in some cases, less important to the enhancement of student learning than did "others" (assessors). In particular, teachers indicated somewhat less support for specification of time for each major teaching and learning activity within the STAR Teaching and Learning Component I.C (Allocated Time and Content Coverage) as being applicable to their subject area or content specialty, as a reasonable performance expectation for certification and as important to the enhancement of student learning than for other STAR components. Since almost all of the teachers in the study were experienced and were exempt from writing a Comprehensive Unit Plan by policy of the state board, it is probable that most did not address the indicators in Dimension I in any formal way. Assessors,

all of whom had completed a seven-day training program, had not only been informed of the logic of the STAR assessment process and the key role of planning, but had also seen the results of planning (or the lack of planning) in classes they had observed during the year.

Shulman (1987) has suggested that teachers do not have an adequate command of content, pedagogical and curriculum knowledge as they think about their own teaching and students' learning. If this is true, then it is understandable that teachers might not view the idea of thinking about and planning time allocations for teaching and learning as applicable, reasonable, and important to enhancing learning.

As part of the inservice preparation of teachers for the STAR assessment, it seems important to emphasize the connection between the planning steps and what happens in the classroom, in order to increase teachers' probability of success. Although the planning process involved in constructing a five to seven day Comprehensive Unit Plan is more involved than in writing a series of daily lesson plans, the CUP was intended as part of the original assessment process to be prepared for renewable certification only once every five years. In light of these findings, state board policies exempting experienced teachers from writing a Comprehensive Unit Plan seem ill-advised.

A comparison of the results of this study with those of a similar study conducted before statewide implementation (Ellett, Hill, Claudet, & Naik, 1990) indicates that results for the total sample were consistent, with a few exceptions. For the nine indicators where percentages of respondents who answered affirmatively decreased by ten percentage points after implementation, seven were for the question, "Clearly stated." This finding may reflect educators' concerns as they attempted to actually incorporate indicators of effective teaching in their lessons which were

new to them (e.g., mental imagery, enthusiasm for learning, communicating timelines to students).

In other instances, the percentages of respondents who answered affirmatively increased by ten percentage points after implementation. For five indicators, increases of this size were noted for the question, "Reasonable Expectation for Renewable Certification," and for two indicators, large increases were seen in response to the question, "Important to the Enhancement of Student Learning."

These indicators, which span the four dimensions of the STAR, reflect ideas related to the importance of the learner as an individual, such as accommodating the range of student developmental and ability levels and needs, showing patience and empathy for students who have difficulty, personalizing lessons, and treating students fairly and equitably.

A comparison of the responses of teachers in the 1989-90 sample and the 1990 sample reveals some interesting findings. First, for five of the 26 indicators in Dimension I (Preparation, Planning and Evaluation) which involves the preparation of a comprehensive unit plan, the percentage of teachers' affirmative responses decreased by ten percentage points for one or more of the questions. The indicator with the lowest percentage of affirmative responses to the question, "Important to the Enhancement of Student Learning" was also in this area (The CUP specifies the time spent on each teaching and learning activity.) At the same time, it should be noted that experienced teachers were exempt from constructing a comprehensive unit of teaching and learning for their assessment by state board policy.

For the remaining 13 indicators where the percentage of affirmative responses decreased by ten percentage points for one or more questions, most involved new ideas such as the use of

mental imagery to enhance students' learning, communicating expectations about the level of engagement of students, and communicating expectations for timelines to students.

On the other hand, comparisons of the teacher groups for the two years reveals that teachers' affirmative responses increased by ten percentage points or more for questions about 12 indicators. As in the total sample, the teacher group showed increases in indicators related to accommodating the range of needs and abilities of students, personalizing lessons, redirecting students who are off-task, and clarification. In 11 of these 12 indicators, increases were noted for the question, "Reasonable Expectation for Renewable Certification."

The results of this study are important in that they enhance the literature on important aspects of teacher certification for both beginning and experienced teachers and provide a useful resource to other states embarking on such work. Of course, similar studies have been completed in a variety of other states as part of establishing the job-related validity of certification assessments. However, results provided in this study included professional judgments of knowledgeable educators about many new criteria (e.g., indicators of teaching higher order thinking skills) on the STAR not well represented on other state assessment systems. The results also have implications at the preservice level as statewide efforts are directed at bringing teacher preparation institutions "in line" with the expectations of assessments of teaching and learning reflected in the STAR.

The results presented here continue, for the most part, to reaffirm Louisiana educators' professional verifications of the STAR Teaching and Learning Components and assessment indicators as important elements of effective teaching to enhance student learning and important to renewable, professional certification as well.

It is important to note, however, that content verification is just one step in establishing validity. While studies such as this one document the credibility of a system, particularly by asking teachers about the importance of the indicator to enhancing students' learning and establishing the relevance of the indicator to good professional practice, the process does not ensure political viability or statewide teacher acceptance. From the point of view of the teachers in Louisiana, endorsement of the indicators of effective teaching and learning by representative teachers over three years as clearly stated, applicable, free of bias, reasonable expectations for renewable certification, and important to the enhancement of student learning does not constitute input in the development process. Citing results such as those reported here does not persuade teachers that they have had input.

Based on experiences in Louisiana and the fact that the teacher evaluation program has been put "on hold" after the first year of implementation, and faces an uncertain fate in the 1992 legislative session, it is recommended that other states considering implementation of teacher evaluation programs establish timelines which provide for teachers to (1) have input upfront and publicly, and (2) receive adequate preparation, to reduce personal concerns associated with a "high stakes" innovation. While teachers' "upfront and public" input many not necessarily be helpful or meaningful from the perspective of developers, the strategy would increase the acceptability of the new system. Based on our experience in Louisiana, where short timelines were imposed by law, strong endorsement of indicators of effective teaching and learning does not translate into acceptability of a system when teachers' personal concerns are high.

References

Claudet, J.G. & Ellett, C.D. (1990). Updated review of pertinent literature and theoretical foundations of the System for Teaching and learning Assessment and Review (STAR). Research Report, Teaching Internship and Statewide Evaluation Projects. Baton Rouge, Louisiana: College of Education, Louisiana State University.

Ellett, C.D. (1990). A new generation of classroom-based assessments of teaching and learning: Concepts, issues and controversies from pilots of the Louisiana STAR. Technical report, Louisiana Teaching Internship and Statewide Evaluation Projects. Baton Rouge, Louisiana: College of Education, Louisiana State University.

Ellett, C.D., Garland, J. & Logan, C.S. (1987). Content classification, synthesis and verification of eight large-scale teacher performance assessment instruments. Research Report, Teaching Internship Project, Baton Rouge, Louisiana: College of Education, Louisiana State University.

Ellett, C.S., Loup, K.S. & Chauvin, S. (1990). System for Teaching and learning Assessment and Review (STAR). Statewide Teaching Internship and Teacher Evaluation Programs. Baton Rouge, Louisiana: College of Education, Louisiana State University.

Ellett, C.D., Naik, N.S. & Logan, C.S. (1990). A statewide content verification study of teaching and learning components of the System for Teaching and learning Assessment and Review (STAR). Research Report, Statewide Teaching Internship and Teacher Evaluation Programs. Baton Rouge, Louisiana: College of Education, Louisiana State University.

Ellett, C.D., Hill, F.H., Claudet, J.G. & Naik, N. (1990). Content verification of assessment indicators by selected Louisiana educators certified in the use of the System for Teaching and learning Assessment and Review (STAR). Research Report, Statewide Teaching Internship and Teacher Evaluation Programs. Baton Rouge, Louisiana: College of Education, Louisiana State University.

Logan, C., Garland, J. & Ellett, C.D. (1989). Large-scale teacher performance assessment instruments: A synthesis of what they measure and a national survey of their influence on the preparation of teachers. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, California.

APPENDIX A

Demographic Information

TOTAL SAMPLE

PART A: DEMOGRAPHIC INFORMATION

DIRECTIONS: Please supply the requested information or check the appropriate space(s) for each item. When completed, please proceed to the Content-Verification Survey on the next page.

1. Sex: 69.6 Female 30.4 Male

2. Ethnicity:
   - 16.9 Black
   - 82.4 White
   - 0.0 Hispanic
   - 0.7 Other (please specify) _____

3. Age:
   - ____ 21-25
   - 5.1 26-30
   - 7.2 31-35
   - 18.1 36-40
   - 31.2 41-45
   - 18.8 46-50
   - 12.3 51-55
   - 7.2 56-60+

4. Current Position:
   - 26.8 Teacher
   - 37.7 Principal
   - 7.2 Assistant Principal
   - 6.5 Central Office Supervisor
   - 0.7 College Faculty
   - 20.3 Other (please specify)_____

5. Parish in which you are presently employed:_____
   (please print)

6. School level in which you work? (Check only one.)
   - 2.2 Early Childhood
   - 14.7 Secondary/High
   - 52.9 Elementary
   - 14.0 Multiple Levels
   - 15.4 Secondary/Middle
   - 0.7 College Faculty

7. Content area in which you primarily teach or consider your specialty? (Check only one.)
   - 47.1 Basic Skills/Elementary
   - 6.6 Special Education
   - 3.7 Vocational Education
   - 5.9 Social Studies
   - 3.7 Biological Sciences
   - 2.2 Physical Sciences
   - 1.5 Art/Music
   - 11.0 English/Language Arts
   - 1.5 P.E./Recreation
   - 8.8 Math
   - 8.1 Other (please specify) _____

8. Total number of years experience in public/private schools (including the 1989-90 school year):
   - 1.4 1 year
   - 0.7 2 years
   - 5.1 3- 5 years
   - 4.3 6-10 years
   - 17.4 11-15 years
   - 23.9 16-20 years
   - 47.1 20 + years

9. Are you a graduate of a Louisiana undergraduate teacher education program?

   85.5 Yes 14.5 No

10. Highest degree earned:
    - 11.6 Bachelors
    - 19.6 Masters
    - 53.6 Masters +30
    - 10.9 Specialist
    - 2.9 Doctorate

11. Were you evaluated in the LTEP this school year? 22.5 Yes 77.5 No

PART A: DEMOGRAPHIC INFORMATION

DIRECTIONS: Please supply the requested information or check the appropriate space(s) for each item. When completed, please proceed to the Content-Verification Survey on the next page.

1. Sex: 69.6 Female 30.4 Male

2. Ethnicity:
   - 16.2 Black
   - 82.4 White
   - 0.0 Hispanic
   - 1.4 Other (please specify) _____

3. Age:
   - ____ 21-25
   - 8.0 26-30
   - 5.3 31-35
   - 21.3 36-40
   - 36.0 41-45
   - 9.3 46-50
   - 14.7 51-55
   - 5.3 56-60+

4. Current Position:
   - 32.0 Teacher
   - 46.7 Principal
   - 5.3 Assistant Principal
   - 5.3 Central Office Supervisor
   - ____ College Faculty
   - 10.7 Other (please specify)_____

5. Parish in which you are presently employed:_____
   (please print)

6. School level in which you work? (Check only one.)
   - 4.0 Early Childhood
   - ____ Secondary/High
   - 96.0 Elementary
   - ____ Multiple Levels
   - ____ Secondary/Middle
   - ____ College Faculty

7. Content area in which you primarily teach or consider your specialty? (Check only one.)
   - 77.0 Basic Skills/Elementary
   - 6.8 Special Education
   - 1.4 Vocational Education
   - ____ Social Studies
   - 1.4 Biological Sciences
   - ____ Physical Sciences
   - 1.4 Art/Music
   - 2.7 English/Language Arts
   - 2.7 P.E./Recreation
   - 2.7 Math
   - 4.1 Other (please specify) _____

8. Total number of years experience in public/private schools (including the 1989-90 school year):
   - 1.3 1 year
   - ____ 2 years
   - 8.0 3- 5 years
   - 2.7 6-10 years
   - 18.7 11-15 years
   - 26.7 16-20 years
   - 42.7 20 + years

9. Are you a graduate of a Louisiana undergraduate teacher education program?

   82.7 Yes 17.3 No

10. Highest degree earned:
    - 13.3 Bachelors
    - 16.0 Masters
    - 57.3 Masters +30
    - 12.0 Specialist
    - 1.3 Doctorate

11. Were you evaluated by the LTEP this school year? 26.7 Yes 73.3 No

BEST COPY AVAILABLE

PART A: DEMOGRAPHIC INFORMATION

DIRECTIONS: **Please supply the requested information or check the appropriate space(s) for each item. When completed, please proceed to the Content-Verification Survey on the next page.**

1. **Sex:** 46.3 Female 53.7 Male

2. **Ethnicity:**
   - 19.5 Black
   - 80.5 White
   - ____ Hispanic
   - ____ Other (please specify) _____

3. **Age:**
   - ____ 21-25
   - 2.4 26-30
   - 4.9 31-35
   - 12.2 36-40
   - 22.0 41-45
   - 34.1 46-50
   - 9.1 51-55
   - 14.6 56-60+

4. **Current Position:**
   - 100 Teacher
   - ____ Principal
   - ____ Assistant Principal
   - 2.4 Central Office Supervisor
   - ____ College Faculty
   - 19.5 Other (please specify)_____

5. Parish in which you are presently employed:_____
   (please print)

6. School level in which you work? (Check only one.)
   - ____ Early Childhood
   - 48.8 Secondary/High
   - ____ Elementary
   - ____ Multiple Levels
   - 51.2 Secondary/Middle
   - ____ College Faculty

7. Content area in which you primarily teach or consider your specialty? (Check only one.)
   - 2.5 Basic Skills/Elementary
   - 2.5 Special Education
   - 10.0 Vocational Education
   - 12.5 Social Studies
   - 7.5 Biological Sciences
   - 7.5 Physical Sciences
   - 2.5 Art/Music
   - 20.0 English/Language Arts
   - ____ P.E./Recreation
   - 22.5 Math
   - 12.5 Other (please specify) _____

8. Total number of years experience in public/private schools (including the 1989-90 school year):
   - 2.4 1 year
   - 2.4 2 years
   - 2.4 3- 5 years
   - 4.9 6-10 years
   - 12.2 11-15 years
   - 22.0 16-20 years
   - 53.7 20 + years

9. Are you a graduate of a Louisiana undergraduate teacher education program?
   - 92.7 Yes
   - 7.3 No

10. Highest degree earned:
    - 14.6 Bachelors
    - 26.8 Masters
    - 43.9 Masters +30
    - 9.8 Specialist
    - 2.4 Doctorate

11. Were you evaluated in the LTEP this school year? 26.8 Yes 73.2 No

TEACHERS

PART A: DEMOGRAPHIC INFORMATION

DIRECTIONS: Please supply the requested information or check the appropriate space(s) for each item. When completed, please proceed to the Content-Verification Survey on the next page.

1. **Sex:** 81.1 Female 18.9 Male

2. **Ethnicity:**
   - 18.9 Black
   - 78.4 White
   - 0.0 Hispanic
   - 2.7 Other (please specify) _____

3. **Age:**
   - ____ 21-25
   - 18.9 26-30
   - 8.1 31-35
   - 27.0 36-40
   - 21.6 41-45
   - 10.8 46-50
   - 8.1 51-55
   - 5.4 56-60+

4. **Current Position:**
   - 100 Teacher
   - ____ Principal
   - ____ Assistant Principal
   - ____ Central Office Supervisor
   - ____ College Faculty
   - ____ Other (please specify)_____

5. Parish in which you are presently employed:_____
   (please print)

6. School level in which you work? (Check only one.)
   - 2.7 Early Childhood
   - 21.6 Secondary/High
   - 62.2 Elementary
   - ____ Multiple Levels
   - 13.5 Secondary/Middle
   - ____ College Faculty

7. Content area in which you primarily teach or consider your specialty? (Check only one.)
   - 45.9 Basic Skills/Elementary
   - 8.1 Special Education
   - ____ Vocational Education
   - ____ Social Studies
   - 5.4 Biological Sciences
   - 2.7 Physical Sciences
   - 2.7 Art/Music
   - 8.1 English/Language Arts
   - 2.7 P.E./Recreation
   - 13.5 Math
   - 10.8 Other (please specify) _____

8. Total number of years experience in public/private schools (including the 1989-90 school year):
   - 5.4 1 year
   - 2.7 2 years
   - 18.9 3- 5 years
   - 10.8 6-10 years
   - 27.0 11-15 years
   - 13.5 16-20 years
   - 21.6 20 + years

9. Are you a graduate of a Louisiana undergraduate teacher education program?
   - 78.4 Yes
   - 21.6 No

10. Highest degree earned:
    - 40.5 Bachelors
    - 27.0 Masters
    - 5.4 Masters +30
    - ____ Specialist
    - ____ Doctorate

11. Were you evaluated in the LTEP this school year? 73.0 Yes 27.0 No

OTHERS

PART A: DEMOGRAPHIC INFORMATION

DIRECTIONS: **Please supply the requested information or check the appropriate space(s) for each item. When completed, please proceed to the Content-Verification Survey on the next page.**

1. **Sex:** 87.2 Female 12.8 Male

2. **Ethnicity:**
   - 15.8 Black
   - 84.2 White
   - 0.0 Hispanic
   - 1.4 Other (please specify) _____

3. **Age:**
   - ____ 21-25
   - ____ 26-30
   - 10.3 31-35
   - 17.9 36-40
   - 30.8 41-45
   - 23.1 46-50
   - 7.7 51-55
   - 10.3 56-60+

4. **Current Position:**
   - ____ Teacher
   - ____ Principal
   - ____ Assistant Principal
   - ____ Central Office Supervisor
   - ____ College Faculty
   - 100 Other (please specify)_____

5. Parish in which you are presently employed:_____
   (please print)

6. School level in which you work? (Check only one.)
   - ____ Early Childhood
   - 10.8 Secondary/High
   - 32.4 Elementary
   - 40.5 Multiple Levels
   - 13.5 Secondary/Middle
   - 2.7 College Faculty

7. Content area in which you primarily teach or consider your specialty? (Check only one.)
   - 48.7 Basic Skills/Elementary
   - 6.1 Special Education
   - 5.1 Vocational Education
   - 2.6 Social Studies
   - 2.6 Biological Sciences
   - 2.2 Physical Sciences
   - ____ Art/Music
   - 20.5 English/Language Arts
   - ____ P.E./Recreation
   - 5.1 Math
   - 10.3 Other (please specify) _____

8. Total number of years experience in public/private schools (including the 1989-90 school year):
   - ____ 1 year
   - ____ 2 years
   - ____ 3- 5 years
   - 5.1 6-10 years
   - 23.1 11-15 years
   - 15.4 16-20 years
   - 56.4 20 + years

9. Are you a graduate of a Louisiana undergraduate teacher education program?

   79.5 Yes 20.5 No

10. Highest degree earned:
    - 2.6 Bachelors
    - 23.1 Masters
    - 61.5 Masters +30
    - 10.3 Specialist
    - 2.6 Doctorate

11. Were you evaluated in the LTEP this school year? 22.5 Yes 77.5 No

APPENDIX B

Organizational Structure of the 1990
System for Teaching and learning Assessment and Review (STAR)

STAR Teaching and Learning Component of TIME
with accompanying Assessment Indicators
Annotations and Decision Making Rules

S T A R

System for Teaching and Learning Assessment and Review

PERFORMANCE DIMENSION I: PREPARATION, PLANNING AND EVALUATION (32)a

TEACHING AND LEARNING COMPONENTS

A. Goals and Objectives (6)b
B. Teaching Methods and Learning Tasks (6)
C. Allocated Time and Content Coverage (4)
D. Aids and Materials (5)
E. Homework (4)
F. Formal Assessment and Evaluation (7)

PERFORMANCE DIMENSION II: CLASSROOM AND BEHAVIOR MANAGEMENT (28)

TEACHING AND LEARNING COMPONENTS

A. Time (8)
B. Classroom Routines (4)
C. Student Engagement (1)
D. Managing Task-Related Behavior (6)
E. Monitoring and Maintaining Student Behavior (9)

PERFORMANCE DIMENSION III: LEARNING ENVIRONMENT (16)

TEACHING AND LEARNING COMPONENTS

A. Psychosocial Learning Environment (12)
B. Physical Learning Environment (4)

PERFORMANCE DIMENSION IV: ENHANCEMENT OF LEARNING (64)

TEACHING AND LEARNING COMPONENTS

A. Lesson and Activities Initiation (10)
B. Teaching Methods (6)
C. Aids and Materials (8)
D. Content Accuracy and Emphasis (7)
E. Thinking Skills (11)
F. Clarification (5)
G. Pace (3)
H. Monitoring Learning Tasks and Informal Assessment (6)
I. Feedback (4)
J. Oral and Written Communication (4)

---

a Number of Assessment Indicators Comprising Performance Dimension

b Number of Assessment Indicators Comprising Teaching and Learning Component

PERFORMANCE DIMENSION II: CLASSROOM AND BEHAVIOR MANAGEMENT

Effective classroom and behavior management comprise a necessary element of effective teaching performance. Clearly communicated and well-established behavioral expectations and fair and consistent consequences facilitate effective and efficient monitoring and maintenance of acceptable student behavior. Students' active engagement in learning tasks, a strong correlate of student achievement is maximized through stimulus variation and redirecting and revisiting students who are "off task". Appropriate learning activities should be provided for "early finishers" to maximize learning time and student engagement in learning tasks. Time for learning is further maximized by initiating teaching and learning activities promptly, implementing transitions without delays, efficiently handling routine tasks and avoiding undesirable digressions from topics or learning activities.

TEACHING AND LEARNING COMPONENTS

II.A. Time

II.B Classroom Routines

II.C. Student Engagement

II.D. Managing Task-Related Behavior

II.E. Monitoring and Maintaining Student Behavior

TEACHING AND LEARNING COMPONENT II.A: TIME

COMMENTS: Teaching and learning activities reasonably reflect allocated time, begin promptly, proceed efficiently with smooth transitions and no undesirable digressions and allow for maximum opportunities for student engagement in learning. **"Activity" refers to all things teachers and students do in the classroom.**

RESEARCH BASE

Research in classroom management suggests that effective use of time involves effective management of classroom activities. Brophy and Evertson (1976) found strong and consistent positive relationships between student engagement in tasks and learning gains. Similarly, in a study by Evertson, et al. (1980), positive correlations were found between effective management skills and teacher control (teacher's use of time) and student achievement. According to Scott and Bushell (1974), teaching and learning time is most effectively utilized when teachers spend minimal amounts of time helping individual students. Arlin (1979) has found that teacher use of structured transitions (e.g., giving students procedural directions, establishing transition routines) results in a decrease in unnecessary delays in teaching and learning. Additionally, there are several recent studies which lend further support to the notion that teachers who are efficient classroom managers maximize student engagement time by minimizing organization and transition time during lessons (Coker, Medley and Soar, 1980; Fisher et al. 1980; Good and Grouws, 1979; Stallings, Cory, et al. 1977).

TEACHING AND LEARNING COMPONENT II.A: TIME

ASSESSMENT INDICATORS	ANNOTATION	NOTES/CLARIFICATION
II.A.1 Learning activities begin promptly	This indicator focuses on the *beginning of the lesson.* Learning activities should begin with little time spent on organizational activities such as roll taking and distributing materials and supplies. The efficiency with which organizational activities are handled is always a concern. **IF A SIGNIFICANT AMOUNT OF TIME IS WASTED AT THE BEGINNING OF THE LESSON, THE INITIAL USE OF TIME IS UNACCEPTABLE.**	
II.A.2 Expectations for maintaining and completing timelines for tasks are communicated to students.	As initial tasks begin and as tasks change throughout the lesson, the teacher should clearly communicate to students when tasks are to be completed. Cautions about wasting time and informing students about the persistence needed to complete tasks on time are elements of effective communication of expectations. **IF THE TEACHER DOES NOT ADEQUATELY COMMUNICATE THESE EXPECTATIONS TO STUDENTS, THE USE OF TIME AVAILABLE FOR LEARNING IS UNACCEPTABLE.**	

59

PART B: LOUISIANA STAR CONTENT VERIFICATION SURVEY

Overview

The assessment/support system being piloted in Louisiana is a comprehensive system that focuses on both teaching and learning. The system requires teachers to participate in multiple assessments during the assessment year.

The teaching and learning process is divided into four (4) broad areas/dimensions of performance. Listed below are the four (4) broad PERFORMANCE DIMENSIONS of the teaching and learning process:

1) **Preparation, Planning and Evaluation**
2) **Classroom and Behavior Management**
3) **Learning Environment**
4) **Enhancement of Learning**

Under each Performance Dimension is a list of Teaching and Learning Components and corresponding ASSESSMENT INDICATORS. These Performance Dimensions, Teaching and Learning Components and Assessment Indicators form the framework of the EXTENDED PILOT version of the assessment and professional support system for beginning and experienced teachers in Louisiana. This system has been entitled the System for Teaching and learning Assessment and Review (STAR).

DIRECTIONS: PLEASE READ CAREFULLY

The survey that follows contains the four (4) PERFORMANCE DIMENSIONS, TEACHING AND LEARNING COMPONENTS and corresponding ASSESSMENT INDICATORS that comprise the 1990-91 version of the STAR. An overview of each performance dimension is provided. For each assessment indicator you are asked to respond to a set of five (5) questions. These questions are listed below. The column headings in the survey provide keys to each of these questions. Please CIRCLE either YES or NO to all five (5) questions for each indicator. Try to consider each assessment indicator independently; that is, try not to let your responses to one indicator influence your responses to the next.

Respond to each question from YOUR PERSPECTIVE as an experienced educator.

Question 1: **Is the assessment indicator CLEARLY STATED? That is, will teachers and observers know when it is being performed or when it is occurring?**

Question 2: **Is the assessment indicator APPLICABLE to the subject matter/area you teach or that you consider your content specialty?**

Question 3: **Is the assessment indicator FREE OF BIAS against any person based on race, ethnicity, sex, religion, etc?**

Question 4: **Is the assessment indicator a REASONABLE ASSESSMENT EXPECTATION for teachers in Louisiana who are seeking a professional, renewable certificate?**

Question 5: **Is the assessment indicator an IMPORTANT ELEMENT FOR ENHANCING STUDENT LEARNING?**

APPENDIX C

Directions for Louisiana STAR
Content Verification Study

March 25, 1991

Dear Educator:

As you know, the College of Education at Louisiana State University is presently under contract with the Louisiana Department of Education to conduct research and development work on assessment and support systems for all beginning and experienced teachers in our state. The Louisiana Teaching Internship Law, passed during the 1984 legislative session, mandates assessment and professional support for all new teachers. The Children First Act, passed in the spring of 1988, mandates periodic assessments of all teachers in Louisiana public schools for the purpose of renewable certification. The laws governing these programs require that Louisiana educators have input into the development of these assessment systems. As part of the developmental activities this year, a statewide survey of educators is being completed. Approximately 200 well-informed Louisiana educators -- teachers, school administrators, and instructional supervisors and assessors -- are being surveyed to better understand perspectives regarding each of the assessment indicators in the System for Teaching and learning Assessment and Review (STAR) currently being used as part of the assessment process.

You have been selected as an "expert" by nomination from all educators who have completed the "LTIP/LTEP Professional Development Program to Certify STAR Assessors" to provide valuable input in the process of validating these two teacher assessment programs. Your expertise as a Louisiana educator who is very familiar with the process and understands the content of the STAR is needed to verify a the STAR assessment indicators as being reasonable expectations for beginning and/or experienced teachers in Louisiana. Your participation in this survey allows educators from throughout our state, representing all school districts and teaching and learning contexts, to have input into this important assessment and support process.

Please take the necessary time and respond to the enclosed survey. Your responses and those of other educators who are among the most informed regarding these programs in Louisiana are an important part of the continuing development of these two statewide programs. Please return your completed survey in the enclosed stamped, self-addressed envelope as soon as possible but no later than April 15, 1991. Detailed directions for completing and returning the survey have been enclosed.

I want to personally thank you for taking the time to complete this very important task and for your continuing professional commitment to work toward the improvement of education in our state. If, for some reason, you cannot assist in this effort or meet the requested deadline, please contact Lynn Evans at (504)388-3325 or 113 Peabody Hall, LSU, Baton Rouge, LA 70803. The results of this statewide survey will be reported to the Louisiana Board of Elementary and Secondary Education in July, 1991.

Sincerely,

Chad D. Ellett, Ph.D.
Director
Louisiana Teaching Internship
and Teacher Evaluation Projects

BEST COPY AVAILABLE

STAR Content Verification Survey
April, 1991

DIRECTIONS

Your responses to questions contained in this survey are ANONYMOUS. There is no need to put your name on the survey instrument.

Completion of the survey consists of three (3) parts:

A. Please complete all information requested in Part A: Demographic Information.

B. Please complete all information requested in Part B: Louisiana STAR Content Verification Survey. For the purpose of this survey instrument, overview comments for each teaching and learning component, as well as the corresponding annotation and decision rule for each assessment indicator, have not been included. Where clarification is needed for an assessment indicator, you may refer to your copy of the 1990-91 STAR to review the corresponding annotation and decision rule, as well as any additional comments or notes.

The task of completing this survey is lengthy and tedious, but please be considered in your judgments. It is suggested that you work for 10-15 minutes and take a short break before continuing with the next section. It is important that you proceed carefully and give thoughtful and informed consideration to each assessment indicator. As you proceed, strive to make each response independently of others. That is, judge each assessment indicator on its own merits.

C. Please provide additional comments, questions, concerns or suggestions to identified sections of Part C: Comments and Suggestions. Your input regarding the STAR, the LTIP and LTEP is most important.

When you have completed all three parts of the survey, please put the completed survey form and envelope in the large self-addressed envelope provided and mail this to LSU. Survey packets must be returned no later than April 15, 1990.

If you have any questions or concerns, please call Lynn Evans at LSU at (504)388-3325.

THANK YOU!

TABLE 1

PERFORMANCE DIMENSION I: PREPARATION, PLANNING, AND EVALUATION

Thorough and thoughtful planning is an important component of effective teaching and the enhancement of student learning. Beginning teachers will construct comprehensive unit plans (CUPs) as part of the assessment process. Experienced teachers are encouraged but not required to construct Comprehensive Unit Plans as well. These plans will include unit/lesson learning goals and objectives, activities, materials and evaluations of student learning that are designed to accommodate the range of individual differences within the teacher's classroom.

The basic assessment indicators included in the 1990-91 STAR assessment process are provided below. Read the assessment indicators and then CIRCLE either YES or NO for each of the key questions. You may want to briefly review the key questions on the prior page before you respond. Next, please check the appropriate space provided for each of the questions that follow. Then proceed to the next STAR Teaching and Learning Component and repeat this process.

TEACHING AND LEARNING COMPONENT I.A: GOALS AND OBJECTIVES

	Clearly Stated?	Applicable To Your Subject Area or Content Specialty?	Free of Bias?	Reasonable Assessment Expectation for Renewable Certification?	Important for the Enhancement of Student Learning?
1. The CUP includes learning goals and objectives that are consistent with state, district and school curriculum requirements	YES 98.5 NO 1.5	YES 95.5 NO 4.5	YES 97.8 NO 2.2	YES 89.6 NO 10.4	YES 95.5 NO 4.5
2. Learning objectives are referenced to goals and are in a logical sequence	YES 96.3 NO 3.7	YES 96.3 NO 3.7	YES 98.5 NO 1.5	YES 90.3 NO 9.7	YES 94.8 NO 5.2
3. Learning objectives accommodate the range of developmental and ability levels and needs of students	YES 90.3 NO 9.7	YES 93.3 NO 6.7	YES 95.5 NO 4.5	YES 86.6 NO 13.4	YES 97.8 NO 2.2
4. Student performance assessment data have been used to develop learning objectives as appropriate	YES 86.6 NO 13.4	YES 92.6 NO 7.4	YES 94.8 NO 5.2	YES 82.8 NO 17.2	YES 92.5 NO 7.5

As you have reviewed each assessment indicator in this teaching and learning component, are there any indicators which are NOT reflective of the important COMPONENT idea(s)?

7.6 Yes 92.4 No

If yes, please indicate the indicator number(s):_____

Are there any indicators in this teaching and learning component that you feel you do not completely understand? ____ Yes ____ No

If yes, please indicate the indicator number(s):_____

CONSIDERING ALL OF THE ASSESSMENT INDICATORS IN TEACHING AND LEARNING COMPONENT LA:

1) **Do you consider evidence of these assessment indicators to be reasonable expectations for teachers seeking:**

   a) **Initial professional certification in Louisiana?**

   86.7 Yes 13.3 No

   b) **Renewal of professional certification in Louisiana?**

   75.4 Yes 24.6 No

2) **To what extent do you believe teachers in this state are prepared to successfully address this STAR Teaching and Learning Component through on-the-job assessment processes? (Check only one.)**

a) Beginning Teachers:	b) Experienced Teachers:
13.5 Not Prepared At All	8.9 Not Prepared At All
76.7 Somewhat Prepared	70.4 Somewhat Prepared
9.8 Completely Prepared	20.7 Completely Prepared

TEACHING AND LEARNING COMPONENT LB: TEACHING METHODS AND LEARNING TASKS

	Clearly Stated?	Applicable To Your Subject Area or Content Specialty?	Free of Bias?	Reasonable Assessment Expectation for Renewable Certification?	Important for the Enhancement of Student Learning?
1. Activities are referenced to objectives, are sequenced logically and are separated into component parts as needed	YES 85.6 NO 14.4	YES 93.2 NO 6.8	YES 96.2 NO 3.8	YES 84.7 NO 15.3	YES 94.7 NO 5.3
2. Activities accommodate the range of developmental and ability levels and needs of students	YES 92.4 NO 7.6	YES 94.7 NO 5.3	YES 93.9 NO 6.1	YES 85.5 NO 14.5	YES 97.0 NO 3.0

3. Activities are planned that engage students in a range thinking skills as appropriate	YES 87.8 NO 12.2	YES 93.9 NO 6.1	YES 92.3 NO 7.7	YES 87.7 NO 12.3	YES 97.7 NO 2.3
4. Supplemental activities for specific students are planned as needed	YES 93.9 NO 6.1	YES 97.7 NO 2.3	YES 97.7 NO 2.3	YES 86.4 NO 13.6	YES 97.7 NO 2.3

As you have reviewed each assessment indicator in this teaching and learning component, are there any indicators which are NOT reflective of the important COMPONENT idea(s)?

__5.3__ Yes __94.7__ No

If yes, please indicate the indicator number(s):_____

Are there any indicators in this teaching and learning component that you feel you do not completely understand? ____ Yes ____ No

If yes, please indicate the indicator number(s):_____

CONSIDERING ALL OF THE ASSESSMENT INDICATORS IN TEACHING AND LEARNING COMPONENT LB:

1) Do you consider evidence of these assessment indicators to be reasonable expectations for teachers seeking:

   a) Initial professional certification in Louisiana?

      __89.5__ Yes __10.5__ No

   b) Renewal of professional certification in Louisiana?

      __80.3__ Yes __19.7__ No

2) To what extent do you believe teachers in this state are prepared to successfully address this STAR Teaching and Learning Component through on-the-job assessment processes? (Check only one.)

a) Beginning Teachers:	b) Experienced Teachers:
__16.7__ Not Prepared At All	__9.1__ Not Prepared At All
__72.0__ Somewhat Prepared	__70.5__ Somewhat Prepared
__11.4__ Completely Prepared	__20.5__ Completely Prepared

TEACHING AND LEARNING COMPONENT I.C: ALLOCATED TIME AND CONTENT COVERAGE

	Clearly Stated?	Applicable To Your Subject Area or Content Specialty?	Free of Bias?	Reasonable Assessment Expectation for Renewable Certification?	Important for the Enhancement of Student Learning?
1. The CUP specifies the amount of time to be spent on each teaching and learning activity	YES 93.9 NO 6.1	YES 79.5 NO 20.5	YES 94.7 NO 5.3	YES 68.9 NO 31.1	YES 69.9 NO 30.1
2. The CUP specifies a prioritized or hierarchical and logical order in which knowledge is structured and will be learned	YES 88.7 NO 11.3	YES 96.2 NO 3.8	YES 93.1 NO 6.9	YES 86.3 NO 13.7	YES 96.9 NO 3.1
3. The CUP specifies the amount of time allocated for learning each segment of content	YES 82.4 NO 17.6	YES 74.0 NO 26.0	YES 88.5 NO 11.5	YES 64.9 NO 35.1	YES 64.9 NO 35.1
4. The CUP specifies adequate breadth and depth of content knowledge	YES 78.0 NO 22.0	YES 91.5 NO 8.5	YES 90.8 NO 9.2	YES 82.3 NO 17.7	YES 88.5 NO 11.5

As you have reviewed each assessment indicator in this teaching and learning component, are there any indicators which are NOT reflective of the important COMPONENT idea(s)?

81.7 Yes 18.3 No

If yes, please indicate the indicator number(s):_____

Are there any indicators in this teaching and learning component that you feel you do not completely understand? ___ Yes ___ No

If yes, please indicate the indicator number(s):_____

CONSIDERING ALL OF THE ASSESSMENT INDICATORS IN TEACHING AND LEARNING COMPONENT I.C:

1) Do you consider evidence of these assessment indicators to be reasonable expectations for teachers seeking:

   a) Initial professional certification in Louisiana?

   80.5 Yes 19.5 No

b) Renewal of professional certification in Louisiana?

69.9 Yes 30.1 No

2) To what extent do you believe teachers in this state are prepared to successfully address this STAR Teaching and Learning Component through on-the-job assessment processes? (Check only one.)

a) Beginning Teachers:

21.1 Not Prepared At All

70.7 Somewhat Prepared

8.3 Completely Prepared

b) Experienced Teachers:

14.3 Not Prepared At All

63.2 Somewhat Prepared

22.6 Completely Prepared

TEACHING AND LEARNING COMPONENT LD: AIDS AND MATERIALS

	Clearly Stated?	Applicable To Your Subject Area or Content Specialty?	Free of Bias?	Reasonable Assessment Expectation for Renewable Certification?	Important for the Enhancement of Student Learning?
1. Aids and materials are logically sequenced as needed	YES 96.2 NO 3.8	YES 94.7 NO 5.3	YES 94.7 NO 5.3	YES 84.7 NO 15.3	YES 91.7 NO 8.3
2. The CUP includes a variety of pertinent aids and materials that accommodate the range of developmental and ability levels and needs of students and enhance learning	YES 95.5 NO 4.5	YES 97.7 NO 2.3	YES 93.2 NO 6.8	YES 88.6 NO 11.4	YES 99.2 NO 0.8
3. The CUP specifies aids and materials that enhance the development of thinking skills	YES 88.6 NO 11.4	YES 94.7 NO 5.3	YES 92.4 NO 7.6	YES 83.3 NO 16.7	YES 94.7 NO 5.3
4. The CUP specifies supplemental and/or differentiated aids and materials	YES 85.6 NO 14.4	YES 88.5 NO 11.5	YES 90.8 NO 9.2	YES 81.5 NO 18.5	YES 88.5 NO 11.5

As you have reviewed each assessment indicator in this teaching and learning component, are there any indicators which are NOT reflective of the important COMPONENT idea(s)?

10.5 Yes 89.5 No

If yes, please indicate the indicator number(s): _____

Are there any indicators in this teaching and learning component that you feel you do not completely understand? ___ Yes ___ No

If yes, please indicate the indicator number(s): _____

CONSIDERING ALL OF THE ASSESSMENT INDICATORS IN TEACHING AND LEARNING COMPONENT LD:

1) **Do you consider evidence of these assessment indicators to be reasonable expectations for teachers seeking:**

   a) **Initial professional certification in Louisiana?**

      90.2 Yes 9.8 No

   b) **Renewal of professional certification in Louisiana?**

      75.9 Yes 24.1 No

2) **To what extent do you believe teachers in this state are prepared to successfully address this STAR Teaching and Learning Component through on-the-job assessment processes? (Check only one.)**

a) Beginning Teachers:	b) Experienced Teachers:
15.2 Not Prepared At All	7.6 Not Prepared At All
68.2 Somewhat Prepared	61.4 Somewhat Prepared
16.7 Completely Prepared	31.1 Completely Prepared

TEACHING AND LEARNING COMPONENT LE: HOME LEARNING

	Clearly Stated?	Applicable To Your Subject Area or Content Specialty?	Free of Bias?	Reasonable Assessment Expectation for Renewable Certification?	Important for the Enhancement of Student Learning?
1. The CUP includes a sufficient number of home learning assignments that enhance learning	YES 84.8 NO 15.2	YES 89.3 NO 10.7	YES 88.5 NO 11.5	YES 77.7 NO 22.3	YES 93.8 NO 6.3

2.	Home learning assignments accommodate the range of student developmental and ability levels and needs	YES 87.7 NO 12.3	YES 84.7 NO 15.3	YES 87.6 NO 12.4	YES 76.2 NO 23.8	YES 90.8 NO 9.2
3.	The CUP includes activities for checking home learning assignments and for providing feedback to students	YES 95.3 NO 4.7	YES 91.4 NO 8.6	YES 96.8 NO 3.2	YES 84.9 NO 15.1	YES 96.0 NO 4.0

As you have reviewed each assessment indicator in this teaching and learning component, are there any indicators which are NOT reflective of the important COMPONENT idea(s)?

10.7 Yes 89.3 No

If yes, please indicate the indicator number(s):_____

Are there any indicators in this teaching and learning component that you feel you do not completely understand? ____ Yes ____ No

If yes, please indicate the indicator number(s):_____

CONSIDERING ALL OF THE ASSESSMENT INDICATORS IN TEACHING AND LEARNING COMPONENT I.E:

1) **Do you consider evidence of these assessment indicators to be reasonable expectations for teachers seeking:**

   a) **Initial professional certification in Louisiana?**

      84.0 Yes 16.0 No

   b) **Renewal of professional certification in Louisiana?**

      70.0 Yes 30.0 No

2) **To what extent do you believe teachers in this state are prepared to successfully address this STAR Teaching and Learning Component through on-the-job assessment processes? (Check only one.)**

a) Beginning Teachers:	b) Experienced Teachers:
18.3 Not Prepared At All	7.6 Not Prepared At All
67.9 Somewhat Prepared	64.1 Somewhat Prepared
13.7 Completely Prepared	28.2 Completely Prepared

TEACHING AND LEARNING COMPONENT LF: FORMAL ASSESSMENT AND EVALUATION

		Clearly Stated?	Applicable To Your Subject Area or Content Specialty?	Free of Bias?	Reasonable Assessment Expectation for Renewable Certification?	Important for the Enhancement of Student Learning?
1.	Formal assessment and evaluation procedures are planned to measure each learning objective	YES 92.4 NO 7.6	YES 91.5 NO 8.5	YES 93.1 NO 6.9	YES 86.9 NO 13.1	YES 94.7 NO 5.3
2.	Both formative and summative assessment and evaluation are planned	YES 92.4 NO 7.6	YES 93.9 NO 6.1	YES 97.0 NO 3.0	YES 88.5 NO 11.5	YES 97.0 NO 3.0
3.	Formal assessments and evaluations reflect a variety of formats and items	YES 97.7 NO 2.3	YES 96.2 NO 3.8	YES 98.5 NO 1.5	YES 90.9 NO 9.1	YES 98.5 NO 1.5
4.	Formal assessment and evaluation procedures are appropriate for the developmental and ability levels and needs of all students	YES 92.4 NO 7.6	YES 96.2 NO 3.8	YES 94.7 NO 5.3	YES 90.9 NO 9.1	YES 99.2 NO 0.8
5.	Formal assessment and evaluation procedures reflect a variety of cognitive and/or performance levels, as appropriate	YES 90.9 NO 9.1	YES 94.7 NO 5.3	YES 93.9 NO 6.1	YES 88.6 NO 11.4	YES 98.5 NO 1.5
6.	Provision is made to communicate performance standards on formal assessment and evaluation procedures to students	YES 94.0 NO 6.0	YES 92.4 NO 7.6	YES 96.2 NO 3.8	YES 87.9 NO 12.1	YES 92.4 NO 7.6
7.	Provision is made to provide feedback of assessment and evaluation results to students and parents	YES 97.0 NO 3.0	YES 95.4 NO 4.6	YES 97.7 NO 2.3	YES 86.4 NO 13.6	YES 94.7 NO 5.3

As you have reviewed each assessment indicator in this teaching and learning component, are there any indicators which are NOT reflective of the important COMPONENT idea(s)?

90.1 Yes 9.9 No

If yes, please indicate the indicator number(s):_____

Are there any indicators in this teaching and learning component that you feel you do not completely understand? ____ Yes ____ No

If yes, please indicate the indicator number(s):_____

CONSIDERING ALL OF THE ASSESSMENT INDICATORS IN TEACHING AND LEARNING COMPONENT LF:

1) **Do you consider evidence of these assessment indicators to be reasonable expectations for teachers seeking:**

   a) **Initial professional certification in Louisiana?**

      88.0 Yes 12.0 No

   b) **Renewal of professional certification in Louisiana?**

      79.7 Yes 20.3 No

2) **To what extent do you believe teachers in this state are prepared to successfully address this STAR Teaching and Learning Component through on-the-job assessment processes? (Check only one.)**

a) Beginning Teachers:	b) Experienced Teachers:
19.5 Not Prepared At All	12.0 Not Prepared At All
68.4 Somewhat Prepared	62.4 Somewhat Prepared
12.0 Completely Prepared	25.6 Completely Prepared

PERFORMANCE DIMENSION II: CLASSROOM AND BEHAVIOR MANAGEMENT

Effective classroom and behavior management are essential elements of effective teaching and the time available for learning. Clearly communicated and well-established behavioral expectations and fair and consistent consequences facilitate effective monitoring and maintenance of appropriate student behavior. Effective teachers manage student behavior and teaching and learning activities in a manner that enhances students' engagement in learning tasks.

As part of the assessment process, principals, master teachers and other certified assessors will observe teaching and learning in the classroom and record necessary information to assess each of the assessment indicators in this STAR Performance Dimension.

TEACHING AND LEARNING COMPONENT II.A: TIME

	Clearly Stated?	Applicable To Your Subject Area or Content Specialty?	Free of Bias?	Reasonable Assessment Expectation for Renewable Certification?	Important for the Enhancement of Student Learning?
1. Learning activities begin promptly	YES 99.3 NO 0.7	YES 97.1 NO 2.9	YES 97.1 NO 2.9	YES 93.5 NO 6.5	YES 99.3 NO 0.7
2. Expectations for maintaining and completing timelines for tasks are communicated to students	YES 86.2 NO 13.8	YES 84.6 NO 15.4	YES 91.3 NO 8.7	YES 70.3 NO 29.7	YES 76.1 NO 23.9
3. There are no unnecessary delays during the lesson	YES 98.6 NO 1.4	YES 97.1 NO 2.9	YES 94.2 NO 5.8	YES 92.0 NO 8.0	YES 97.1 NO 2.9
4. Learning activities reasonably match the time allocated for learning	YES 95.7 NO 4.3	YES 95.6 NO 4.4	YES 93.5 NO 6.5	YES 85.5 NO 14.5	YES 92.8 NO 7.2
5. Supplemental activities are provided as needed to fill the time allocated for learning	YES 95.0 NO 5.0	YES 94.9 NO 5.1	YES 96.4 NO 3.6	YES 89.8 NO 10.2	YES 94.9 NO 5.1
6. Learning activities continue until the end of the allocated time period	YES 98.6 NO 1.4	YES 94.9 NO 5.1	YES 96.4 NO 3.6	YES 90.6 NO 9.4	YES 92.8 NO 7.2

As you have reviewed each assessment indicator in this teaching and learning component, are there any indicators which are NOT reflective of the important COMPONENT idea(s)?

16.2 Yes 83.8 No

If yes, please indicate the indicator number(s): _____

Are there any indicators in this teaching and learning component that you feel you do not completely understand? ____ Yes ____ No

If yes, please indicate the indicator number(s): _____

CONSIDERING ALL OF THE ASSESSMENT INDICATORS IN TEACHING AND LEARNING COMPONENT II.A:

1) **Do you consider evidence of these assessment indicators to be reasonable expectations for teachers seeking:**

   a) **Initial professional certification in Louisiana?**

      92.0 Yes 8.0 No

   b) **Renewal of professional certification in Louisiana?**

      86.1 Yes 13.9 No

2) **To what extent do you believe teachers in this state are prepared to successfully address this STAR Teaching and Learning Component through on-the-job assessment processes? (Check only one.)**

a) Beginning Teachers:	b) Experienced Teachers:
14.0 Not Prepared At All	4.3 Not Prepared At All
69.9 Somewhat Prepared	58.0 Somewhat Prepared
16.2 Completely Prepared	37.7 Completely Prepared

TEACHING AND LEARNING COMPONENT II.B: CLASSROOM ROUTINES

	Clearly Stated?	Applicable To Your Subject Area or Content Specialty?	Free of Bias?	Reasonable Assessment Expectation for Renewable Certification?	Important for the Enhancement of Student Learning?
1. The attention of students is ensured before directions for routines are given **or** students are attending	YES 97.1 NO 2.9	YES 97.8 NO 2.2	YES 94.2 NO 5.8	YES 93.5 NO 6.5	YES 98.6 NO 1.4

74 BEST COPY AVAILABLE

2. The teacher gives clear administrative directions for classroom routines **or** no directions are needed	YES 98.6 NO 1.4	YES 97.1 NO 2.0	YES 94.2 NO 5.8	YES 92.8 NO 7.2	YES 99.3 NO 0.7
3. Aids, materials and equipment are available and ready for use	YES 99.3 NO 0.7	YES 98.5 NO 1.5	YES 100 NO 0.0	YES 95.6 NO 4.4	YES 100 NO 0.0
4. Routine tasks are dealt with in an efficient manner	YES 97.8 NO 2.2	YES 98.5 NO 1.5	YES 97.1 NO 2.9	YES 94.1 NO 5.9	YES 100 NO 0.0

As you have reviewed each assessment indicator in this teaching and learning component, are there any indicators which are NOT reflective of the important COMPONENT idea(s)?

2.2 Yes 97.8 No

If yes, please indicate the indicator number(s):_____

Are there any indicators in this teaching and learning component that you feel you do not completely understand? ____ Yes ____ No

If yes, please indicate the indicator number(s):_____

CONSIDERING ALL OF THE ASSESSMENT INDICATORS IN TEACHING AND LEARNING COMPONENT II.B:

1) Do you consider evidence of these assessment indicators to be reasonable expectations for teachers seeking:

   a) Initial professional certification in Louisiana?

      93.5 Yes 6.5 No

   b) Renewal of professional certification in Louisiana?

      91.3 Yes 8.7 No

2) To what extent do you believe teachers in this state are prepared to successfully address this STAR Teaching and Learning Component through on-the-job assessment processes? (Check only one.)

a) Beginning Teachers:	b) Experienced Teachers:
10.9 Not Prepared At All	2.2 Not Prepared At All
64.2 Somewhat Prepared	48.2 Somewhat Prepared
24.8 Completely Prepared	49.6 Completely Prepared

TEACHING AND LEARNING COMPONENT II.C: STUDENT ENGAGEMENT

	Clearly Stated?	Applicable To Your Subject Area or Content Specialty?	Free of Bias?	Reasonable Assessment Expectation for Renewable Certification?	Important for the Enhancement of Student Learning?
1. High levels of the quantity and quality of student engagement in learning tasks are evident throughout the lesson	YES 74.2 NO 25.8	YES 82.7 NO 17.3	YES 78.9 NO 21.1	YES 65.4 NO 34.6	YES 85.3 NO 14.7

TEACHING AND LEARNING COMPONENT II.D: MANAGING TASK-RELATED BEHAVIOR

	Clearly Stated?	Applicable To Your Subject Area or Content Specialty?	Free of Bias?	Reasonable Assessment Expectation for Renewable Certification?	Important for the Enhancement of Student Learning?
1. The teacher provides frequent changes in stimuli throughout the lesson to ensure learner attention and on-task behavior	YES 93.4 NO 6.6	YES 95.6 NO 4.4	YES 93.4 NO 6.6	YES 87.6 NO 12.4	YES 94.9 NO 5.1
2. Active involvement is sought from students who are passively involved in tasks **or** no students are only passively involved	YES 93.4 NO 6.6	YES 96.3 NO 3.7	YES 90.5 NO 9.5	YES 87.6 NO 12.4	YES 97.8 NO 2.2
3. Pays attention to/monitors momentary off-task behavior throughout the lesson **or** there is no momentary off-task behavior	YES 89.1 NO 10.9	YES 94.9 NO 5.1	YES 92.0 NO 8.0	YES 86.9 NO 13.1	YES 96.4 NO 3.6
4. Verbal and/or nonverbal techniques are used to redirect students who are persistently off-task **or** there is no persistent off-task behavior	YES 96.4 NO 3.6	YES 97.8 NO 2.2	YES 94.9 NO 5.1	YES 92.0 NO 8.0	YES 97.8 NO 2.2
5. Uses techniques for maintaining the engagement of students who have been redirected **or** there is no persistent off-task behavior	YES 92.7 NO 7.3	YES 97.1 NO 2.9	YES 92.7 NO 7.3	YES 89.1 NO 10.9	YES 97.1 NO 2.9

6. Efforts to redirect students who are persistently off-task are successful **or** there is no persistent off-task behavior	YES 94.2 NO 5.8	YES 88.1 NO 11.9	YES 86.0 NO 14.0	YES 69.9 NO 30.1	YES 89.7 NO 10.3

As you have reviewed each assessment indicator in this teaching and learning component, are there any indicators which are NOT reflective of the important COMPONENT idea(s)?

18.2 Yes 81.8 No

If yes, please indicate the indicator number(s): _____

Are there any indicators in this teaching and learning component that you feel you do not completely understand? ___ Yes ___ No

If yes, please indicate the indicator number(s): _____

CONSIDERING ALL OF THE ASSESSMENT INDICATORS IN TEACHING AND LEARNING COMPONENT ILD:

1) **Do you consider evidence of these assessment indicators to be reasonable expectations for teachers seeking:**

   a) **Initial professional certification in Louisiana?**

      87.6 Yes 12.4 No

   b) **Renewal of professional certification in Louisiana?**

      85.5 Yes 14.5 No

2) **To what extent do you believe teachers in this state are prepared to successfully address this STAR Teaching and Learning Component through on-the-job assessment processes? (Check only one.)**

a) Beginning Teachers:	b) Experienced Teachers:
14.5 Not Prepared At All	4.3 Not Prepared At All
74.6 Somewhat Prepared	62.6 Somewhat Prepared
10.9 Completely Prepared	33.1 Completely Prepared

TEACHING AND LEARNING COMPONENT ILE: MONITORING AND MAINTAINING STUDENT BEHAVIOR

	Clearly Stated?	Applicable To Your Subject Area or Content Specialty?	Free of Bias?	Reasonable Assessment Expectation for Renewable Certification?	Important for the Enhancement of Student Learning?
1. Expectations about acceptable student behavior are made clear and are consistently maintained throughout the lesson **or** student behavior indicates that expectations are clear and consistent	YES 93.4 NO 6.6	YES 98.5 NO 1.5	YES 91.2 NO 8.8	YES 91.9 NO 8.1	YES 97.8 NO 2.2
2. Behavior of the entire class is effectively monitored throughout the lesson	YES 97.1 NO 2.9	YES 98.5 NO 1.5	YES 95.7 NO 4.3	YES 95.6 NO 4.4	YES 100 NO 0.0
3. Students are provided (verbal and/or nonverbal) feedback about acceptable and unacceptable behavior	YES 79.9 NO 20.1	YES 90.5 NO 9.5	YES 89.9 NO 10.1	YES 81.8 NO 18.2	YES 87.0 NO 13.0
4. Feedback provided to students about their behavior is consistent with behavioral expectations	YES 86.3 NO 13.7	YES 89.1 NO 10.9	YES 88.4 NO 11.6	YES 86.9 NO 13.1	YES 89.1 NO 10.9
5. Uses techniques to stop unacceptable behavior **or** none are needed **or** there is no unacceptable behavior	YES 93.5 NO 6.5	YES 96.3 NO 3.7	YES 92.0 NO 8.0	YES 92.0 NO 8.0	YES 97.8 NO 2.2
6. Unacceptable behavior is dealt with quickly and in a reasonable manner **or** there is no unacceptable behavior	YES 95.6 NO 4.4	YES 97.0 NO 3.0	YES 93.4 NO 6.6	YES 94.9 NO 5.1	YES 99.3 NO 0.7

As you have reviewed each assessment indicator in this teaching and learning component, are there any indicators which are NOT reflective of the important COMPONENT idea(s)?

13.1 Yes 86.9 No

If yes, please indicate the indicator number(s):_____

Are there any indicators in this teaching and learning component that you feel you do not completely understand? ____ **Yes** ____ **No**

If yes, please indicate the indicator number(s):_____

CONSIDERING ALL OF THE ASSESSMENT INDICATORS IN TEACHING AND LEARNING COMPONENT II.E:

1) **Do you consider evidence of these assessment indicators to be reasonable expectations for teachers seeking:**

   a) **Initial professional certification in Louisiana?**

   91.2 **Yes** 8.8 **No**

   b) **Renewal of professional certification in Louisiana?**

   88.9 **Yes** 11.1 **No**

2) **To what extent do you believe teachers in this state are prepared to successfully address this STAR Teaching and Learning Component through on-the-job assessment processes? (Check only one.)**

a) Beginning Teachers:	b) Experienced Teachers:
18.4 Not Prepared At All	5.1 Not Prepared At All
71.3 Somewhat Prepared	61.0 Somewhat Prepared
10.3 Completely Prepared	33.8 Completely Prepared

PERFORMANCE DIMENSION III: LEARNING ENVIRONMENT

Providing an environment conducive to learning is an important element of effective teaching and learning. Both the psychosocial and physical environments for learning are important. In a supportive learning environment, students are treated fairly and with courtesy and respect, and enjoy a relaxed and accepting atmosphere. The teacher is warm and friendly toward students and demonstrates enthusiasm for teaching, learning and the subject being taught. Personalizing the lesson for students and encouraging all students to participate are elements of a supportive climate for learning. The physical environment for learning should be neat, safe and arranged in an orderly manner to enhance learning.

As part of the assessment process, certified assessors will observe elements of the psychosocial and physical learning environment and record information needed to decide the extent to which these elements are supportive of and enhance student learning.

TEACHING AND LEARNING COMPONENT IIIA: PSYCHOSOCIAL LEARNING ENVIRONMENT

	Clearly Stated?	Applicable To Your Subject Area or Content Specialty?	Free of Bias?	Reasonable Assessment Expectation for Renewable Certification?	Important for the Enhancement of Student Learning?
1. Establishes a classroom climate of courtesy and respect	YES 97.1 NO 2.9	YES 98.5 NO 1.5	YES 95.7 NO 4.3	YES 94.9 NO 5.1	YES 98.6 NO 1.4
2. Warmth and friendliness are demonstrated throughout the lesson	YES 96.4 NO 3.6	YES 97.8 NO 2.2	YES 92.8 NO 7.2	YES 90.6 NO 9.4	YES 95.7 NO 4.3
3. Comments to or about students are free of sarcasm, ridicule, and derogatory, demeaning or humiliating references	YES 98.6 NO 1.4	YES 98.5 NO 1.5	YES 89.9 NO 10.1	YES 94.2 NO 5.8	YES 97.1 NO 2.9
4. Enthusiasm for teaching, learning and the subject being taught is communicated to students	YES 75.4 NO 24.6	YES 94.8 NO 5.2	YES 81.2 NO 18.8	YES 84.7 NO 15.3	YES 92.6 NO 7.4
5. Comments, questions, examples, demonstrations and/or other contributions are sought from students throughout the lesson	YES 94.9 NO 5.1	YES 98.5 NO 1.5	YES 96.4 NO 3.6	YES 93.5 NO 6.5	YES 99.3 NO 0.7

6.	Considers, recognizes and/or comments on students' contributions	YES 96.4 NO 3.6	YES 98.5 NO 1.5	YES 96.4 NO 3.6	YES 92.8 NO 7.2	YES 97.1 NO 2.9
7.	Shows patience, empathy, or understanding for students who respond poorly or who have difficultly **or** no students have difficulty	YES 97.1 NO 2.9	YES 98.5 NO 1.5	YES 95.7 NO 4.3	YES 94.9 NO 5.1	YES 99.3 NO 0.7
8.	The lesson is personalized for students	YES 91.4 NO 8.6	YES 90.5 NO 9.5	YES 91.2 NO 8.8	YES 78.3 NO 21.7	YES 90.6 NO 9.4
9.	Is fair and impartial in interactions with students	YES 95.7 NO 4.3	YES 98.5 NO 1.5	YES 93.4 NO 6.6	YES 94.2 NO 5.8	YES 97.8 NO 2.2
10.	Students are given reasons for teacher actions, decisions, or directives as needed	YES 94.9 NO 5.1	YES 94.0 NO 6.0	YES 95.6 NO 4.4	YES 84.5 NO 15.4	YES 88.9 NO 11.1

As you have reviewed each assessment indicator in this teaching and learning component, are there any indicators which are NOT reflective of the important COMPONENT idea(s)?

89.8 Yes 10.2 No

If yes, please indicate the indicator number(s):_____

Are there any indicators in this teaching and learning component that you feel you do not completely understand? ___ Yes ___ No

If yes, please indicate the indicator number(s):_____

CONSIDERING ALL OF THE ASSESSMENT INDICATORS IN TEACHING AND LEARNING COMPONENT III.A:

1) Do you consider evidence of these assessment indicators to be reasonable expectations for teachers seeking:

   a) Initial professional certification in Louisiana?

      92.1 Yes 7.9 No

   b) Renewal of professional certification in Louisiana?

      89.9 Yes 10.1 No

2) **To what extent do you believe teachers in this state are prepared to successfully address this STAR Teaching and Learning Component through on-the-job assessment processes? (Check only one.)**

a) Beginning Teachers:	b) Experienced Teachers:
11.7 Not Prepared At All	0.7 Not Prepared At All
67.9 Somewhat Prepared	59.6 Somewhat Prepared
20.4 Completely Prepared	39.7 Completely Prepared

TEACHING AND LEARNING COMPONENT III.B: PHYSICAL LEARNING ENVIRONMENT

	Clearly Stated?	Applicable To Your Subject Area or Content Specialty?	Free of Bias?	Reasonable Assessment Expectation for Renewable Certification?	Important for the Enhancement of Student Learning?
1. The classroom is neat, safe and arranged in an orderly manner	YES 100 NO 0.0	YES 97.8 NO 2.2	YES 94.9 NO 5.1	YES 94.2 NO 5.8	YES 97.8 NO 2.2
2. Display(s) create a pleasant atmosphere and serve a thematic/content-related purpose	YES 92.8 NO 7.2	YES 96.4 NO 3.6	YES 92.0 NO 8.0	YES 89.1 NO 10.9	YES 93.5 NO 6.5
3. The functional elements of the learning environment are arranged to implement learning activities effectively	YES 94.9 NO 5.1	YES 98.5 NO 1.5	YES 94.9 NO 5.1	YES 92.7 NO 7.3	YES 99.3 NO 0.7

As you have reviewed each assessment indicator in this teaching and learning component, are there any indicators which are NOT reflective of the important COMPONENT idea(s)?

5.1 Yes 94.9 No

If yes, please indicate the indicator number(s): _____

Are there any indicators in this teaching and learning component that you feel you do not completely understand? ____ Yes ____ No

If yes, please indicate the indicator number(s): _____

CONSIDERING ALL OF THE ASSESSMENT INDICATORS IN TEACHING AND LEARNING COMPONENT III.B:

1) **Do you consider evidence of these assessment indicators to be reasonable expectations for teachers seeking:**

   a) **Initial professional certification in Louisiana?**

   95.7 **Yes** 4.3 **No**

   b) **Renewal of professional certification in Louisiana?**

   94.2 **Yes** 5.8 **No**

2) **To what extent do you believe teachers in this state are prepared to successfully address this STAR Teaching and Learning Component through on-the-job assessment processes? (Check only one.)**

a) Beginning Teachers:	b) Experienced Teachers:
2.9 Not Prepared At All	0.7 Not Prepared At All
52.9 Somewhat Prepared	39.1 Somewhat Prepared
44.1 Completely Prepared	60.1 Completely Prepared

PERFORMANCE DIMENSION IV: ENHANCEMENT OF LEARNING

Securing student attention and motivating student interest in learning tasks, clearly communicating learning outcomes, and providing a context for new learning are important techniques for enhancing learning. Providing adequate emphasis to dimensions of content and activities and using effective questioning techniques to extend student thinking also enhance student learning. Providing feedback about adequate and inadequate student responses, assessing students' progress toward learning objectives and making adjustments as appropriate enhance student understanding and help maintain student engagement in learning.

Certified assessors use information from systematic observations of teaching and learning in the classroom setting to assess assessment indicators in these STAR teaching and learning components.

TEACHING AND LEARNING COMPONENT IV.A: LESSON AND ACTIVITIES INITIATION

	Clearly Stated?	Applicable To Your Subject Area or Content Specialty?	Free of Bias?	Reasonable Assessment Expectation for Renewable Certification?	Important for the Enhancement of Student Learning?
1. Student attention is ensured before directions and explanations for learning activities are provided **or** students are attending	YES 98.5 NO 1.5	YES 98.5 NO 1.5	YES 95.7 NO 4.3	YES 94.1 NO 5.9	YES 98.6 NO 1.4
2. Activities are initiated with motivating introductions which are content related	YES 85.5 NO 14.5	YES 96.4 NO 3.6	YES 93.5 NO 6.5	YES 89.9 NO 10.1	YES 93.5 NO 6.5
3. Clearly communicates specific learning outcomes to students	YES 92.8 NO 7.2	YES 97.1 NO 2.9	YES 96.4 NO 3.6	YES 91.3 NO 8.7	YES 95.0 NO 5.0
4. The purpose and importance of learning activities are communicated to students	YES 90.5 NO 9.5	YES 95.6 NO 4.4	YES 94.2 NO 5.8	YES 86.9 NO 13.1	YES 92.0 NO 8.0

5.	Directions necessary to implement learning tasks are clear and complete	YES 97.1 NO 2.9	YES 97.8 NO 2.2	YES 97.8 NO 2.2	YES 96.3 NO 3.7	YES 100 NO 0.0
6.	Expectations about student engagement in learning tasks are communicated at the beginning of activities	YES 81.0 NO 19.0	YES 94.1 NO 5.9	YES 90.5 NO 9.5	YES 80.3 NO 19.7	YES 87.0 NO 13.0
7.	Reviews past learning to ensure students' readiness for new learning	YES 94.9 NO 5.1	YES 98.5 NO 1.5	YES 96.3 NO 3.7	YES 91.2 NO 8.8	YES 95.6 NO 4.4
8.	As new ideas/concepts/activities are introduced, they are related to past and future learning	YES 89.1 NO 10.9	YES 94.9 NO 5.1	YES 93.4 NO 5.5	YES 79.7 NO 20.3	YES 92.1 NO 7.9

As you have reviewed each assessment indicator in this teaching and learning component, are there any indicators which are NOT reflective of the important COMPONENT idea(s)?

11.7 Yes 88.3 No

If yes, please indicate the indicator number(s):_____

Are there any indicators in this teaching and learning component that you feel you do not completely understand? ____ Yes ____ No

If yes, please indicate the indicator number(s):_____

CONSIDERING ALL OF THE ASSESSMENT INDICATORS IN TEACHING AND LEARNING COMPONENT IV.A:

1) Do you consider evidence of these assessment indicators to be reasonable expectations for teachers seeking:

   a) Initial professional certification in Louisiana?

      84.6 Yes 15.4 No

   b) Renewal of professional certification in Louisiana?

      84.1 Yes 15.9 No

2) **To what extent do you believe teachers in this state are prepared to successfully address this STAR Teaching and Learning Component through on-the-job assessment processes? (Check only one.)**

a) Beginning Teachers:	b) Experienced Teachers:
16.2 Not Prepared At All	8.0 Not Prepared At All
77.2 Somewhat Prepared	73.7 Somewhat Prepared
6.6 Completely Prepared	18.2 Completely Prepared

TEACHING AND LEARNING COMPONENT IV.B: TEACHING METHODS AND LEARNING TASKS

	Clearly Stated?	Applicable To Your Subject Area or Content Specialty?	Free of Bias?	Reasonable Assessment Expectation for Renewable Certification?	Important for the Enhancement of Student Learning?
1. Use of methods is appropriate for the complexity of lesson context	YES 91.3 NO 8.7	YES 97.8 NO 2.2	YES 91.3 NO 8.7	YES 92.8 NO 7.2	YES 97.8 NO 2.2
2. Teaching methods and learning tasks or topics within an activity are sequenced in a logical order	YES 96.4 NO 3.6	YES 97.8 NO 2.2	YES 96.4 NO 3.6	YES 94.2 NO 5.8	YES 99.3 NO 0.7
3. Learning activities are implemented at an appropriate pace	YES 95.6 NO 4.4	YES 97.8 NO 2.2	YES 94.2 NO 5.8	YES 93.4 NO 6.6	YES 100 NO 0.0
4. Uses two or more methods that enhance student interest and actively involve students in learning tasks	YES 92.6 NO 7.4	YES 94.1 NO 5.9	YES 94.1 NO 5.9	YES 89.7 NO 10.3	YES 91.2 NO 8.8
5. The teacher and the students interact in more than one group size	YES 90.5 NO 9.5	YES 90.3 NO 9.7	YES 96.3 NO 3.7	YES 81.5 NO 18.5	YES 86.7 NO 13.3
6. Provision is made for lesson/activities closure	YES 96.3 NO 3.7	YES 96.3 NO 3.7	YES 98.5 NO 1.5	YES 92.5 NO 7.5	YES 95.5 NO 4.5

As you have reviewed each assessment indicator in this teaching and learning component, are there any indicators which are NOT reflective of the important COMPONENT idea(s)?

13.1 Yes 86.9 No

If yes, please indicate the indicator number(s):_____

Are there any indicators in this teaching and learning component that you feel you do not completely understand? ____ Yes ____ No

If yes, please indicate the indicator number(s):_____

CONSIDERING ALL OF THE ASSESSMENT INDICATORS IN TEACHING AND LEARNING COMPONENT IV.B:

1) **Do you consider evidence of these assessment indicators to be reasonable expectations for teachers seeking:**

   a) **Initial professional certification in Louisiana?**

      88.2 Yes 11.8 No

   b) **Renewal of professional certification in Louisiana?**

      87.6 Yes 12.4 No

2) **To what extent do you believe teachers in this state are prepared to successfully address this STAR Teaching and Learning Component through on-the-job assessment processes? (Check only one.)**

a) Beginning Teachers:	b) Experienced Teachers:
11.9 Not Prepared At All	3.6 Not Prepared At All
72.6 Somewhat Prepared	67.2 Somewhat Prepared
15.6 Completely Prepared	29.2 Completely Prepared

TEACHING AND LEARNING COMPONENT IV.C: AIDS AND MATERIALS

	Clearly Stated?	Applicable To Your Subject Area or Content Specialty?	Free of Bias?	Reasonable Assessment Expectation for Renewable Certification?	Important for the Enhancement of Student Learning?
1. The use of teaching aids is appropriate for methods and objectives, broadens students understandings and enhances learning	YES 91.2 NO 8.8	YES 97.8 NO 2.2	YES 92.7 NO 7.3	YES 91.9 NO 8.1	YES 98.5 NO 1.5

2.	Teaching aids are used properly and accommodate the range of student needs and abilities	YES 94.1 NO 5.9	YES 98.5 NO 1.5	YES 94.1 NO 5.9	YES 93.4 NO 6.6	YES 100 NO 0.0
3.	Teaching aids are used at appropriate times in the lesson	YES 95.6 NO 4.4	YES 97.8 NO 2.2	YES 93.4 NO 6.6	YES 90.5 NO 9.5	YES 97.8 NO 2.2
4.	The use of learning materials is appropriate for learning tasks and objectives, broadens students' understandings and enhances learning	YES 89.1 NO 10.9	YES 97.8 NO 2.2	YES 91.2 NO 8.8	YES 94.2 NO 5.8	YES 99.3 NO 0.7
5.	Learning materials are used properly and accommodate the range of needs and abilities of students	YES 89.8 NO 10.2	YES 98.5 NO 1.5	YES 91.2 NO 8.8	YES 93.4 NO 6.6	YES 100 NO 0.0
6.	Learning materials are used at appropriate times in the lesson	YES 94.9 NO 5.1	YES 97.8 NO 2.2	YES 93.4 NO 6.6	YES 91.2 NO 8.8	YES 97.8 NO 2.2

As you have reviewed each assessment indicator in this teaching and learning component, are there any indicators which are NOT reflective of the important COMPONENT idea(s)?

__5.1__ Yes __94.9__ No

If yes, please indicate the indicator number(s):_____

Are there any indicators in this teaching and learning component that you feel you do not completely understand? ____ Yes ____ No

If yes, please indicate the indicator number(s):_____

CONSIDERING ALL OF THE ASSESSMENT INDICATORS IN TEACHING AND LEARNING COMPONENT IV.C:

1) Do you consider evidence of these assessment indicators to be reasonable expectations for teachers seeking:

   a) Initial professional certification in Louisiana?

      __91.0__ Yes __9.0__ No

   b) Renewal of professional certification in Louisiana?

b) Renewal of professional certification in Louisiana?

89.7 Yes 10.3 No

2) To what extent do you believe teachers in this state are prepared to successfully address this STAR Teaching and Learning Component through on-the-job assessment processes? (Check only one.)

a) Beginning Teachers:	b) Experienced Teachers:
6.8 Not Prepared At All	2.2 Not Prepared At All
69.9 Somewhat Prepared	57.8 Somewhat Prepared
23.3 Completely Prepared	40.0 Completely Prepared

TEACHING AND LEARNING COMPONENT IV.D: CONTENT ACCURACY AND EMPHASIS

	Clearly Stated?	Applicable To Your Subject Area or Content Specialty?	Free of Bias?	Reasonable Assessment Expectation for Renewable Certification?	Important for the Enhancement of Student Learning?
1. Students are given opportunities to learn at more than one cognitive and/or performance level	YES 89.0 NO 11.0	YES 94.0 NO 6.0	YES 91.9 NO 8.1	YES 90.4 NO 9.6	YES 97.1 NO 2.9
2. Emphasizes the value and/or importance of topics and activities	YES 88.2 NO 11.8	YES 92.5 NO 7.5	YES 90.4 NO 9.6	YES 88.1 NO 11.9	YES 91.2 NO 8.8
3. Content knowledge is accurate and logical	YES 97.1 NO 2.9	YES 97.8 NO 2.2	YES 98.5 NO 1.5	YES 97.8 NO 2.2	YES 100 NO 0.0
4. Directions and explanations related to lesson content and/or learning tasks are effective	YES 93.4 NO 6.6	YES 97.0 NO 3.0	YES 95.6 NO 4.4	YES 94.9 NO 5.1	YES 98.5 NO 1.5
5. Essential elements of content knowledge and/or performance tasks are emphasized	YES 83.8 NO 16.2	YES 94.8 NO 5.2	YES 93.4 NO 6.6	YES 89.0 NO 11.0	YES 92.7 NO 7.3

6. Potential areas or points of difficulty are emphasized throughout the lesson	YES 88.1 NO 11.9	YES 92.4 NO 7.6	YES 88.6 NO 11.4	YES 85.6 NO 14.4	YES 91.7 NO 8.3

As you have reviewed each assessment indicator in this teaching and learning component, are there any indicators which are NOT reflective of the important COMPONENT idea(s)?

13.8 Yes 86.2 No

If yes, please indicate the indicator number(s): _____

Are there any indicators in this teaching and learning component that you feel you do not completely understand? ____ Yes ____ No

If yes, please indicate the indicator number(s): _____

CONSIDERING ALL OF THE ASSESSMENT INDICATORS IN TEACHING AND LEARNING COMPONENT IV.D:

1) **Do you consider evidence of these assessment indicators to be reasonable expectations for teachers seeking:**

   a) **Initial professional certification in Louisiana?**

   90.5 Yes 9.5 No

   b) **Renewal of professional certification in Louisiana?**

   92.0 Yes 8.0 No

2) **To what extent do you believe teachers in this state are prepared to successfully address this STAR Teaching and Learning Component through on-the-job assessment processes? (Check only one.)**

a) Beginning Teachers:	b) Experienced Teachers:
13.2 Not Prepared At All	3.6 Not Prepared At All
77.2 Somewhat Prepared	69.6 Somewhat Prepared
9.6 Completely Prepared	26.8 Completely Prepared

TEACHING AND LEARNING COMPONENT IV.E: THINKING SKILLS

	Clearly Stated?	Applicable To Your Subject Area or Content Specialty?	Free of Bias?	Reasonable Assessment Expectation for Renewable Certification?	Important for the Enhancement of Student Learning?
1. Associations are taught and used in learning	YES 73.0 NO 27.0	YES 91.8 NO 8.2	YES 90.4 NO 9.6	YES 80.7 NO 19.3	YES 92.6 NO 7.4
2. Involves students in developing concepts	YES 81.0 NO 19.0	YES 92.5 NO 7.5	YES 89.0 NO 11.0	YES 84.6 NO 15.4	YES 93.4 NO 6.6
3. Involves students in developing principles and/or rules	YES 70.8 NO 29.2	YES 88.9 NO 11.1	YES 86.0 NO 14.0	YES 79.3 NO 20.7	YES 89.8 NO 10.2
4. Encourages students to think of and recall examples from their own experiences	YES 93.4 NO 6.6	YES 92.6 NO 7.4	YES 94.9 NO 5.1	YES 85.3 NO 14.7	YES 91.2 NO 8.8
5. Encourages students to use mental imagery	YES 74.6 NO 25.4	YES 81.5 NO 18.5	YES 83.1 NO 16.9	YES 66.9 NO 33.1	YES 80.9 NO 19.1
6. Asks a variety of questions	YES 94.2 NO 5.8	YES 96.3 NO 3.7	YES 97.0 NO 3.0	YES 93.3 NO 6.7	YES 97.8 NO 2.2
7. Wait time is used to enhance student learning	YES 92.0 NO 8.0	YES 94.8 NO 5.2	YES 94.9 NO 5.1	YES 90.4 NO 9.6	YES 93.4 NO 6.6
8. Encourages critical analysis and/or problem solving	YES 83.1 NO 16.9	YES 91.0 NO 9.0	YES 94.1 NO 5.9	YES 90.3 NO 9.7	YES 96.3 NO 3.7

9.	Encourages students to elaborate, extend or critique their own or other students' responses	YES 91.9 NO 8.1	YES 91.8 NO 8.2	YES 91.9 NO 8.1	YES 88.1 NO 11.9	YES 94.9 NO 5.1
10.	Encourages creative thinking	YES 86.0 NO 14.0	YES 94.0 NO 6.0	YES 94.0 NO 6.0	YES 92.5 NO 7.5	YES 97.8 NO 2.2
11.	Provides opportunities for the extension of learning to different contexts	YES 78.7 NO 21.3	YES 90.2 NO 9.8	YES 91.8 NO 8.2	YES 79.7 NO 20.3	YES 91.7 NO 8.3

As you have reviewed each assessment indicator in this teaching and learning component, are there any indicators which are NOT reflective of the important COMPONENT idea(s)?

17.6 Yes 82.4 No

If yes, please indicate the indicator number(s): _____

Are there any indicators in this teaching and learning component that you feel you do not completely understand? ___ Yes ___ No

If yes, please indicate the indicator number(s): _____

CONSIDERING ALL OF THE ASSESSMENT INDICATORS IN TEACHING AND LEARNING COMPONENT IV.E:

1) **Do you consider evidence of these assessment indicators to be reasonable expectations for teachers seeking:**

   a) **Initial professional certification in Louisiana?**

      84.6 Yes 15.4 No

   b) **Renewal of professional certification in Louisiana?**

      85.4 Yes 14.6 No

2) **To what extent do you believe teachers in this state are prepared to successfully address this STAR Teaching and Learning Component through on-the-job assessment processes? (Check only one.)**

a) Beginning Teachers:	b) Experienced Teachers:
39.3 Not Prepared At All	22.6 Not Prepared At All
57.0 Somewhat Prepared	69.3 Somewhat Prepared
3.7 Completely Prepared	8.0 Completely Prepared

TEACHING AND LEARNING COMPONENT IV.F: CLARIFICATION

		Clearly Stated?	Applicable To Your Subject Area or Content Specialty?	Free of Bias?	Reasonable Assessment Expectation for Renewable Certification?	Important for the Enhancement of Student Learning?
1.	Areas of minor misunderstanding or difficulty are identified before students are confused **or** no minor misunderstanding or difficulty occurs	YES 81.0 NO 19.0	YES 91.9 NO 8.1	YES 89.8 NO 10.2	YES 84.6 NO 15.4	YES 90.5 NO 9.5
2.	Different words or examples are used in clarification **or** no clarification is needed	YES 99.3 NO 0.7	YES 98.5 NO 1.5	YES 96.4 NO 3.6	YES 93.4 NO 6.6	YES 97.8 NO 2.2
3.	Bases for learner difficulties or misunderstandings are sought **or** no misunderstandings or difficulties occur **or** probing is not necessary	YES 90.6 NO 9.4	YES 96.3 NO 3.7	YES 92.7 NO 7.3	YES 90.5 NO 9.5	YES 94.9 NO 5.1
4.	Attempts to eliminate misunderstanding are successful **or** no misunderstanding occurs	YES 95.6 NO 4.4	YES 91.2 NO 8.8	YES 92.0 NO 8.0	YES 86.1 NO 13.9	YES 92.0 NO 8.0

As you have reviewed each assessment indicator in this teaching and learning component, are there any indicators which are NOT reflective of the important COMPONENT idea(s)?

10.2 Yes 89.8 No

If yes, please indicate the indicator number(s):_____

Are there any indicators in this teaching and learning component that you feel you do not completely understand? ____ Yes ____ No

If yes, please indicate the indicator number(s):_____

CONSIDERING ALL OF THE ASSESSMENT INDICATORS IN TEACHING AND LEARNING COMPONENT IV.F:

1) Do you consider evidence of these assessment indicators to be reasonable expectations for teachers seeking:

   a) Initial professional certification in Louisiana?

      88.9 Yes 11.1 No

b) Renewal of professional certification in Louisiana?

88.3 Yes 11.7 No

2) To what extent do you believe teachers in this state are prepared to successfully address this STAR Teaching and Learning Component through on-the-job assessment processes? (Check only one.)

a) Beginning Teachers:

12.6 Not Prepared At All

75.6 Somewhat Prepared

11.9 Completely Prepared

b) Experienced Teachers:

5.1 Not Prepared At All

61.3 Somewhat Prepared

33.6 Completely Prepared

TEACHING AND LEARNING COMPONENT IV.G: MONITORING LEARNING TASKS AND INFORMAL ASSESSMENT

	Clearly Stated?	Applicable To Your Subject Area or Content Specialty?	Free of Bias?	Reasonable Assessment Expectation for Renewable Certification?	Important for the Enhancement of Student Learning?
1. Monitors students' inital engagement in learning tasks pace	YES 94.8 NO 5.2	YES 98.5 NO 1.5	YES 99.3 NO 0.7	YES 94.8 NO 5.2	YES 98.5 NO 1.5
2. Monitors students' engagement during learning tasks	YES 98.5 NO 1.5	YES 98.5 NO 1.5	YES 98.5 NO 1.5	YES 95.5 NO 4.5	YES 99.3 NO 0.7
3. Monitors the completion of learning tasks	YES 97.0 NO 3.0	YES 98.5 NO 1.5	YES 97.8 NO 2.2	YES 94.8 NO 5.2	YES 98.5 NO 1.5
4. Solicits a range of responses from students to assess a variety of levels of learning as appropriate	YES 80.6 NO 19.4	YES 94.1 NO 5.9	YES 93.3 NO 6.7	YES 87.4 NO 12.6	YES 97.0 NO 3.0

5.	Summarizes or reviews during the lesson to monitor/assess the pace of teaching and learning	YES 95.6 NO 4.4	YES 97.0 NO 3.0	YES 96.3 NO 3.7	YES 91.9 NO 8.1	YES 97.8 NO 2.2
6.	Adjustments within the lesson are made as needed **or** no adjustments are necessary	YES 99.3 NO 0.7	YES 98.5 NO 1.5	YES 94.8 NO 5.2	YES 96.3 NO 3.7	YES 100 NO 0.0

As you have reviewed each assessment indicator in this teaching and learning component, are there any indicators which are NOT reflective of the important COMPONENT idea(s)?

__5.1__ Yes __94.9__ No

If yes, please indicate the indicator number(s):_____

Are there any indicators in this teaching and learning component that you feel you do not completely understand? ____ Yes ____ No

If yes, please indicate the indicator number(s):_____

CONSIDERING ALL OF THE ASSESSMENT INDICATORS IN TEACHING AND LEARNING COMPONENT IV.G:

1) Do you consider evidence of these assessment indicators to be reasonable expectations for teachers seeking:

   a) Initial professional certification in Louisiana?

   __93.4__ Yes __6.6__ No

   b) Renewal of professional certification in Louisiana?

   __93.5__ Yes __6.5__ No

2) To what extent do you believe teachers in this state are prepared to successfully address this STAR Teaching and Learning Component through on-the-job assessment processes? (Check only one.)

a) Beginning Teachers:	b) Experienced Teachers:
__9.6__ Not Prepared At All	__1.4__ Not Prepared At All
__80.1__ Somewhat Prepared	__65.9__ Somewhat Prepared
__10.3__ Completely Prepared	__32.6__ Completely Prepared

TEACHING AND LEARNING COMPONENT IV.H: FEEDBACK

	Clearly Stated?	Applicable To Your Subject Area or Content Specialty?	Free of Bias?	Reasonable Assessment Expectation for Renewable Certification?	Important for the Enhancement of Student Learning?
1. Provides specific feedback to students about responses which are adequate and inadequate	YES 91.9 NO 8.1	YES 97.8 NO 2.2	YES 93.4 NO 6.6	YES 91.9 NO 8.1	YES 96.4 NO 3.6
2. Suggestions for improving performance are provided to students **or** none are needed	YES 96.4 NO 3.6	YES 97.8 NO 2.2	YES 97.8 NO 2.2	YES 94.2 NO 5.8	YES 97.8 NO 2.2
3. Revisits students who have responded inadequately	YES 94.1 NO 5.9	YES 97.0 NO 3.0	YES 97.1 NO 2.9	YES 89.7 NO 10.3	YES 96.4 NO 3.6
4. Provides specific feedback to students when they have mastered learning objective(s)	YES 85.3 NO 14.7	YES 94.8 NO 5.2	YES 95.6 NO 4.4	YES 87.5 NO 12.5	YES 94.2 NO 5.8

As you have reviewed each assessment indicator in this teaching and learning component, are there any indicators which are NOT reflective of the important COMPONENT idea(s)?

__3.6__ Yes __96.4__ No

If yes, please indicate the indicator number(s):_____

Are there any indicators in this teaching and learning component that you feel you do not completely understand? ____ Yes ____ No

If yes, please indicate the indicator number(s):_____

CONSIDERING ALL OF THE ASSESSMENT INDICATORS IN TEACHING AND LEARNING COMPONENT IV.H:

1) **Do you consider evidence of these assessment indicators to be reasonable expectations for teachers seeking:**

   a) **Initial professional certification in Louisiana?**

   91.9 Yes 8.1 No

   b) **Renewal of professional certification in Louisiana?**

   91.3 Yes 8.7 No

2) **To what extent do you believe teachers in this state are prepared to successfully address this STAR Teaching and Learning Component through on-the-job assessment processes? (Check only one.)**

a) Beginning Teachers:	b) Experienced Teachers:
14.0 Not Prepared At All	7.2 Not Prepared At All
75.7 Somewhat Prepared	65.2 Somewhat Prepared
10.3 Completely Prepared	27.5 Completely Prepared

TEACHING AND LEARNING COMPONENT IV.I : ORAL AND WRITTEN COMMUNICATION

	Clearly Stated?	Applicable To Your Subject Area or Content Specialty?	Free of Bias?	Reasonable Assessment Expectation for Renewable Certification?	Important for the Enhancement of Student Learning?
1. Written language used in lesson presentation is accurate and easy to understand	YES 100 NO 0.0	YES 98.5 NO 1.5	YES 97.8 NO 2.2	YES 96.4 NO 3.6	YES 98.6 NO 1.4
2. Oral language used in lesson presentation is accurate and easy to understand	YES 100 NO 0.0	YES 98.5 NO 1.5	YES 94.1 NO 5.9	YES 97.0 NO 3.0	YES 100 NO 0.0
3. Uses appropriate vocabulary in oral and written language	YES 98.5 NO 1.5	YES 98.5 NO 1.5	YES 94.9 NO 5.1	YES 97.8 NO 2.2	YES 100 NO 0.0

4. Communication is precise with few false starts, interrupters or inappropriate qualifiers	YES 96.4 NO 3.6	YES 98.5 NO 1.5	YES 96.4 NO 3.6	YES 94.2 NO 5.8	YES 99.3 NO 0.7

As you have reviewed each assessment indicator in this teaching and learning component, are there any indicators which are NOT reflective of the important COMPONENT idea(s)?

2.9 Yes 97.1 No

If yes, please indicate the indicator number(s): _____

Are there any indicators in this teaching and learning component that you feel you do not completely understand? ____ Yes ____ No

If yes, please indicate the indicator number(s): _____

CONSIDERING ALL OF THE ASSESSMENT INDICATORS IN TEACHING AND LEARNING COMPONENT IV.I:

1) **Do you consider evidence of these assessment indicators to be reasonable expectations for teachers seeking:**

   a) **Initial professional certification in Louisiana?**

   97.8 Yes 2.2 No

   b) **Renewal of professional certification in Louisiana?**

   96.4 Yes 3.6 No

2) **To what extent do you believe teachers in this state are prepared to successfully address this STAR Teaching and Learning Component through on-the-job assessment processes? (Check only one.)**

a) Beginning Teachers:	b) Experienced Teachers:
2.9 Not Prepared At All	1.4 Not Prepared At All
54.4 Somewhat Prepared	44.2 Somewhat Prepared
42.6 Completely Prepared	54.3 Completely Prepared